

# Headmaster's Diary

## The talent show spotlight falls on Sin Bin Sid

All week preparations have been going ahead for another of Vincent Pile's ideas - he's our new head of science and computer expert. This one is for a whole Saturday morning devoted to what Vincent calls a "Festival of Enhancement".

There's been some publicity about it in the *Candlewick Courier*, and Smithson, head of Bogliethorpe Comprehensive - just down the road from us - phoned us to ask me if it was a way of celebrating his imminent departure. I explained that it wasn't that sort of enhancement - he's been very frivolous since he arranged his early retirement on favourable terms.

I explained that we were recognizing talent among our pupils, combined with the first results of the *Candlewick Technology Initiative*.

"Oh, I see," said Smithson. "All that old gifted children business. I had a basinful of that two years ago. I don't mind the children: it's the gifted parents that give me the pip."

Smithson does, alas, lack vision. For my part, I soon secured the governors' support for this venture, despite opposition from Cecil Stonejaw, the head of history and staff representative.

Cecil refused to give his services to the lunchtime enrichment classes, although I explained that the chief education officer was very keen on the idea. He was also most uncooperative about administering the tests in his own house, Norwood - named after the well-known educational thinker - so as to identify the gifted pupils.

I pointed out that research showed at least 10 of his pupils must have an IQ above 145, and these would qualify for the special programme.

"I see," said Cecil. "It's the numbers game, is it? Research also shows university dons have average IQs of 120. It doesn't mean a thing. I shall programme, headmaster - with your permission. Tomorrow six volunteers from the remedial department begin my lunchtime course in philosophy. Real education should be for everybody."

In the event, Vincent ran the entire testing programme during science lessons, and several staff took part in the enrichment classes. Fiona Bromley-Baskett, our head of home economics, devised a course called "Executive Cookery", but Cecil objected that this was blatantly elitist. It finally appeared as "Cookery with Cream", which Cecil referred to as "Cookery for the Cream".

Cedric Muth, the head of music, agreed rather reluctantly to work with Vincent on "Computer Music Making", and Rob Scroggins, from the PE department, organized "Advanced Underwater Gymnastics" in the swimming pool.

Meanwhile, the pupils on Vincent's O level computer studies course were working on a technology project in the craft department, and all this culminated in Saturday's event with Councillor Dimpickle awarding a special prize to the best exhibit.

There was a setback at the last minute, when Nick's, the caretaker, told me that because of the county ban on extra overtime, he would be unable to finish clearing and setting out the hall. But Arnold Bogwin, my deputy, sorted things out as usual by getting some pupils to volunteer from their new sanctuary unit.

The great day dawned with the good news that a reporter from the *Courier* would be there to interview me and take pictures of the winning entries. There was an excellent turnout of parents and governors, and while the preliminary tests were run off for the underwriter's benefit in the swimming pool, I gave a brief address of the need to develop students' talents to the full, and the secondary pupils made coffee in the kitchen under Arnold's direction.



With a sudden surge of power the mower careered towards the judges' enclosure, and smashed through the barrier.

Then Cosmo Bland, our assistant education officer for secondary, introduced Dimpickle who began a long speech on the need for "quality with economy".

Suddenly a horde of youths entered the hall, and began to unroll banners bearing the word "FOG". I was mystified for a moment, and then it dawned on me with horror that they were our own sixth-formers, and that Cecil Stonejaw had just formed a "Friends of the Globe" group in the school. But Dimpickle pressed on relentlessly, while the FOG folk sat quietly and wagged their banners up and down.

As soon as Dimpickle finished, Vincent Pile announced the entries and each pupil came up for the judging while the computer music was played through the loudspeakers.

I must say it was most unmelodious. Dimpickle was safely off the scene since the dogs would have been howling at the cacophony by now. But I was on edge to know what the FOG group were up to.

Trouble began when the "Cookery with Cream" entrants came forward. As the first girl paraded her "Beef Stroganoff", a shout went up: "Cereals for health! Barley, not beef! Use natural resources!" When the swimming prizewinners were announced, someone cried: "Swimming pools waste heat. Jogging is best!" And

As the first girl paraded her Beef Stroganoff a shout went up: "Cereals for health! Barley not beef!"

when the craft department team showed how old newspapers could be turned into synthetic fire logs, the FOG people began to chant: "Burning wastes energy! Recycle and prosper!"

It was obvious that Cecil Stonejaw was at the bottom of the whole business, but he was nowhere to be seen. Dimpickle, by now, was red in the face, and the press were busy taking pictures of the intruders and had quite ignored the main event. Then Vincent Pile announced his piece of resistance: a computer controlled lawnmower for disabled gardeners, developed as a direct result of his *Candlewick Technology Initiative*.

At the mower was started up with a deafening sound, the demonstrators were forgotten and everyone watched the mower move slowly up and down the space in the centre of the hall, controlled by a fifth-former working a microcomputer. Then something must have gone wrong for it speered up and began rattling about in random fashion, just missing the barrier of chairs Arnold had thoughtfully placed round the

edge, while Vincent rushed forward to the controls.

But this seemed to make things worse, and with a sudden surge of power the mower careered towards the judges' enclosure, smashed through the barrier and knocked Mrs Coneysbare, the PTA secretary, off her seat. It turned round and headed towards the press, while we and the gifted pupils stood helplessly by.

At this moment a pupil rushed from the back of the hall, holding what appeared to be a knife, and grabbed the mower with one hand while holding the blade of the knife against the engine with the other. The infernal machine stopped at once, and the flashbulbs clicked at the hero of the hour tried to walk away.

But Dimpickle leapt to his feet, shook the boy by the hand and said: "Here we have the outright winner. A gifted child, if ever there was one!"

Everyone applauded, and the reporter came up to interview us both. "This is a great triumph," Dr Smallcroft said. "Cosmo Bland, the CEO will be delighted." I remarked that the real triumph was the enrichment programme, which had fostered such remarkable intelligence. The reporter asked the boy which part of the programme he had taken. My heart sank as the boy replied: "None of it. Mr Bogwin asked me to come and make the coffee and shift the chairs. I just shouted out the plug like I do on my old man's mower. I'm from the sanctuary unit."

The headline was, I suppose, predictable: "Boy from the awkward squad saves the day. Sin Bin Sid wins the prize!"

It didn't help when Smithson rang me up that night, in the middle of Ron's lunch shift turnover, to say: "Hard cheese, old sport. But don't say I didn't warn you! The trouble with this racket is you get no marks for trying. I find a low profile pays off in the end."

Perhaps there's something in Smithson's advice, after all. His retirement terms are very attractive.

Maurice Holt

**Next week**

Timothy Rogers, principal of Bosworth College, attacks the DES proposal to restrict teacher qualifications to specific subjects and age groups.

The games children say - and their place in learning. How the language of play could transform the teaching of reading.

Books: Thumb-nail portraits of the work of David Storey, Saul Bellow and Italo Calvino; Kevin Crossley Holland on poetry.

# Personal column

Mary Warnock

## Making a necessity of virtue

Graham Turner is a reporter of remarkable verbal accuracy, prone to pass on exactly what has been said to him. In his recent articles in *The Daily Telegraph* on the transition from school to work he gave a convincing account of the complaints of potential employers about school-leavers, and the melancholy mood of at least some headmasters and careers teachers.

The dissatisfaction seemed to centre not so much on the academic limitations of candidates for jobs, as on their personal characteristics. "They'd obviously never been taught courtesy and respect"; "from somewhere they'd picked up a soft and sloppy approach to life"; "they find it hard to accept that employers are going to demand a decent standard of dress and work".

On the same day as the first of these articles appeared, Frank Pedley reported the National Education and Training Conference, held in Birmingham (TES, July 16). He quoted Ford's training and education manager, who discussed new attitudes to training. These had nothing to do with new technology or better mathematics, but "recognized the importance of self-respect and motivation". Qualities like "tenacity, flexibility and motivation" were essential for success.

The lesson seems to be that, even if we got the academic curriculum absolutely right for employment (and it is inconceivable that we could do that for everyone) it would not solve the problem of dissatisfied or reluctant employers, unless we got our old friend, the hidden curriculum, right as well. It looks as if employers will not be satisfied unless we manage to teach virtue at school, as well as maths and science.

I am inclined to think the employers are right. Within limits, what we teach, even what skills they acquire, is of less importance than what they learn at school of how to behave. And learning how to behave does not mean learning that there is a code of behaviour to which somebody else thinks they ought to conform; it means actually acquiring for themselves certain qualities of character which will help them to succeed, and, incidentally, to enjoy more things in their lives.

It would, of course, be very difficult to confirm with hard evidence the proposition that success depends on qualities of character. But one way to start to confirm it might be to give up asking why children fail, and to ask instead why they succeed.

when they do. And this was precisely what Dr Peter Mortimore's research was supposed to do, with respect to some successful black children, though admittedly only in the area of examination successes, not in that of employment.

I believe that this research would have been of the greatest possible interest, not only to the Swann committee, for whom it was intended, but to the educational world at large. However, black groups, of various kind, objected; and the grounds for the objection are worth considering.

The main objection was that such research would inevitably concentrate on the familial and personal, as factors making for success; and this was thought to be intolerable. The argument appeared to be that it was all right to pick on impersonal causal factors and ascribe to them responsibility for general tendencies in performance. But to suggest that an individual might himself be responsible for his own success was dangerous. It might make success (and therefore failure) a matter of pride (or blame); and this would be offensive.

I can indeed see the dangers: it might suggest that part of the cause of success is really wanting to succeed. It might even suggest that any one could succeed who made determined efforts to do so. And this in turn would imply an attitude to failure, namely that an individual could avoid it if he pulled himself together, which is both unrealistic and also morally distasteful. In a society where almost the only agreed moral principle is that failure shouldn't be a matter for reproach, it is easy to see why causes children to fail, if not therefore be society, not they themselves, which causes them to succeed.

It is true, of course, that we all know, in the case of our own children, our friends and our pupils, that qualities of character do make a vast difference to their chances. Schools, therefore, have a duty to teach and encourage these virtues. But, by whatever method they are taught, they have to be learned by individuals, personally, one by one, and, incidentally, to enjoy more things in their lives.

More moral education and less social engineering might make a crucial difference, however, especially to the less able, or to the disadvantaged child.

## TES Crossword No 61

by Rufus

**Down**

- She is of use (?)
- A main Tom Vain (?)
- Forest is out for the holiday (?)
- Kind of heater used at home or in the theatre (?)
- Bound to pull together (?)
- Years of opinion (?)
- Bring about, a verb (?)
- Force, for something (?)
- Though particular, the place by a river (?)
- Female parts of people (?)
- A long time and varied things to be done (?)
- Short work for couples (?)
- Sort of organ that vibrates (?)
- Blow (?)

**Across**

- Army shells explode without causing any damage (?)
- A job for an American (?)
- Horrified by current events (?)
- Observed, perhaps, in too many words (?)
- A searching examination by all accounts (?)
- Delightful about law (?)
- Constrain one's anger (?)
- Black or brown face (?)
- Can't beat (?)
- Can't you put out in a by instrument (?)
- Slow movers may be fired (?)
- Be, did, tried to keep up (?)

# THE TIMES Educational Supplement

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## More involvement in student selection: more time at college for staff

# Radical changes proposed for teacher training

by Bert Lodge

Serving school teachers would be involved in selecting students to enter teacher training and would themselves have to spend more time in training colleges under radical new proposals from the Department of Education and Science.

The proposals, contained in a confidential Department of Education document, also includes a substantial lengthening of the present course for the Postgraduate Certificate of Education.

The paper, which has gone to the Government's advisory committee on the supply and education of teachers, says - in unusually strong terms - that intending teachers should only study a main subject usually found on timetables. It also says this should occur at least two years of their

course. Experienced teachers should be used when applicants for teacher training are interviewed, the paper says. They should also be consulted on the criteria and procedures used in the selection process. Collaboration between school teachers and tutors should be as close as possible.

While recruitment standards to the profession should be "exacting", the DES welcomes the idea of intending teachers taking a year off between school and college or between getting a degree and starting teacher training - particularly if some of this time could be spent in schools.

The document is believed to be largely the work of HM Inspectors led by Miss Pauline Perry, the chief HM Inspector for teacher training. It calls for more of student teachers and the staff of schools where students practise to swap jobs from time to time and work alongside each other in their respective institutions.

It says: "The right kind of partnership between training institutions and schools is more important than the actual amount of time students spend in school during the course."

The paper recalls the importance of a teacher's knowledge of the sub-



## The duller the better

Teachers are likely to prefer duller candidates if given a say in the process of interviewing prospective colleagues, Mr Peter Newsam, education officer of the Inner London Education Authority, said.

In his last public engagement before moving to his new post at the Commission for Racial Equality, he argues this was likely to be so if governing bodies had a large teacher representation.

Mr Newsam, who was the after-dinner speaker at the Professional Association of Teachers' conference last week, said: "So far as appointments of teachers to governing bodies are concerned, my preliminary finding is that the higher the proportion of staff on the governing body, the duller or more likely to be already working in the school or college, the person finally chosen is likely to be."

Mr Alan Evans, head of the National Union of Teachers' education department, commented this week: "In the vast majority of authorities, teachers have for decades been excluded from involvement in appointments. It is quite understandable, therefore, that at this early stage of teacher involvement they should err on the side of conservatism."

**TES: new address**

From Thursday August 12 the new address of The Times Educational Supplement will be: Priory House, St John's Lane, London EC1M 4BX. Telephone: 01 253 3000. Telex: 264971.

The Times Literary Supplement and The Times Higher Education Supplement will also be moving to this address.

## Future of ILEA in the balance

by Biddy Passmore

The future of the Inner London Education Authority again hangs in the balance, as ministers consider a plan to abolish the metropolitan counties, including the Greater London Council.

If the GLC disappeared it is not clear what would happen to the ILEA, which is technically one of its committees.

The plan to get rid of the Labour-controlled and high-spending metropolitan counties, long a thorn in the Government's side, has been given extra impetus by three factors: transport, the row over control of the police - and the failure to solve the rates problem.

Ministers in cabinet committee Mice 79, chaired by Mr William Whitelaw, the Home Secretary, are still ploughing through the various options to the rates system set out in the Government's Green Paper. But they are beginning to despair of agreeing on any major reform.

It is not true, as some reports have suggested, that the Cabinet has buried the idea of an education black grant. But it is thought to stand little chance.

The lack of any major reform to put before the Conservative Party faithful at their autumn conference means that ministers are likely to be tempted to throw the metropolitan counties to them instead.

Although the debate on the ILEA is therefore likely to be resumed, one vital minister is said to be convinced that it should remain a single authority. Sir Keith Joseph, the Education Secretary.

## This week

Skipping words	15
Devon reverses CND decision	3
Why teachers mustn't be tied to age and subject	4
School closure that led to a sit-in	6
How Kent has widened choice of schools	7
Sikh teachers upset by Denning ruling	8
Middle school challenge by parent	9
Novelists in focus	17
Books as impulse buys	18
Comment Platform Primary and pre-school	2
School to work Overseas news Letters Features Talkback Review Arts Books Resources Media Headmaster's Diary, Crossword	10 11 12,13 14,15 16 17 18,19 20,21 22 23 32
Classified	24

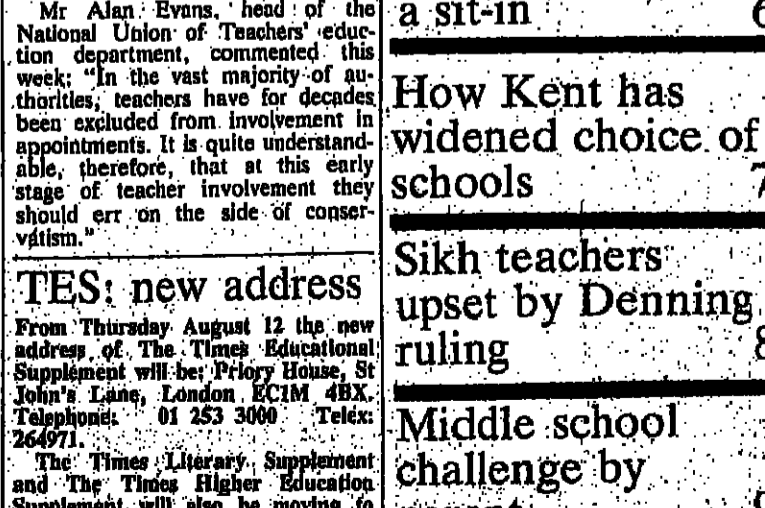
## Ban on Japanese union

The 600,000-strong teachers' union in Japan was banned by local authorities in the country from using any public halls for its annual conference. The meeting might "terrorize the lives of citizens".

The authorities, fearing the slogan-shouting and disruptions by right-wing militant outsiders.

Most of the 2,000 delegates at the Japan Teachers' Union convention have had to watch the conference deliberations on television from their hotel rooms.

To further prevent violence, a union official had been shot in the leg at the organization's headquarters shortly before the conference. 3,000 policemen were mobilized and road blocks were erected to bar demonstrators from reaching hotels and arms were confiscated.





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The programme outlined by the Open Tech Task Group envisages the launching of some seven or eight projects before the end of 1982. As a report, it is spongy and strangely opaque: on a hot afternoon you can read several pages at a time before realising that nothing has sunk in. But it is now possible to form a fair idea of how the Open Tech is intended to develop over the next four years, which time the generous MSC will build up its funding from £1 million in 1982-83 to £10 million in 1984-85.

## £10m a year to prime the pump. Then what?

As already indicated, the Open Tech Unit, which is to be set up inside the MSC to mastermind the programme, will be a small central agency, with no direct teaching or course origination tasks of its own. Its job will be to select, and initially to finance, suitable bodies and institutions willing to develop open learning courses. "The courses are to be concerned with adult 'training, retraining and up-dating in technician and supervisory skills', and in many cases they will lead to the qualifications of existing bodies such as BEC, TEC and the City and Guilds of London Institute. It could well be, for instance, that a large college at - say - Brighton, might volunteer to devise a range of courses for TEC and BEC, aimed at fairly specific target groups among those in the technician and supervisory category (loosely interpreted) who might be thought likely to avail themselves of the flexibility which open learning could offer. "Open learning" in this context would be less self-contained than it is in the Open University. The O T teaching materials would probably rely

on the mediation of an FE college or a company training organization, and in many courses there would have to be access to workshops, labs or electronics equipment. In some cases, the college or agency producing the course materials might aim at covering a range of courses over a limited geographical area, setting up the technical and institutional links with colleges and firms needed to make an open course work. In other cases it might be that a more specialised Open Tech course would be offered to people scattered over a larger area who might otherwise be neglected by the further education system. Here, again, there would have to be links with colleges and companies.

The intention is to use the resources of the OT to finance a rapid build-up of courses by diverse institutions acting within clear guidelines on quality and function laid down from the centre. The MSC money is being provided, in theory at least, as pump priming. One of the key questions each would-be course originator will have to answer will be about sources of long term finance.

The finance of the OT looks like providing a copy-book study of the problems of paying for

further education by means of the creaking mechanism which now operates. A new, unconventional, computer-age institution like the OT raises more questions which cut across the prosaic customary practices of educational administration. Under present rules, its funding has to depend on the chain of buyers and sellers which starts at the top with the distant producers of learning materials and goes down through the FE colleges and industrial firms to which industrial students will be linked, to the ultimate beneficiary who will be expected to pay his or her share in fees. The local education authority may or may not decide to pick up various bills. As things now stand, the Open Tech will raise horrendous difficulties in respect of cross-boundary payments of one sort or another. It becomes more necessary than ever to insist on open i.e.a. frontiers for the Open Tech.

As for student fees, it is going to be important to ensure that these are no higher than those asked for other FE courses, and ideally lower because there ought to be economies of scale. The task group expects employers to pay the cost of student fees in many but not all cases. Some students may not have an em-

ployer; others may be studying with a view to changing jobs. To make the OT a success in an ideal world, i.e.a.s would be ready to step in with discretionary grants as necessary, and to waive fees altogether for unemployed students.

But this, of course, is just where the i.e.a.s are already falling down on the job: what has happened to discretionary awards is one of the worst scandals of the present educational scene.

None of these matters were within the remit of the Open Tech Task Group: they belong firmly in the court of the DES or the i.e.a.s and it would, in fact, be wrong to fudge a specifically favourable deal for the OT while many larger questions remain unanswered.

But getting these things right is clearly going to be essential if the OT is to make a real contribution, and if further education is going to be able to respond adequately not only to this but to other demands for continuing education to meet the needs of changing industry and commerce. This is not a matter of sending out circulars of exhortation. It is much more serious than that, costing real money and demanding identifiable resources.

The rapid advances in educational technology make this an ideal time to start an Open Tech, and to use it to explore and exploit the learning opportunities of the information revolution. It so happens now that it is the MSC which has the money, but if the OT proves successful there must be a case for similar developments elsewhere within the education system.

## Sir Keith's hands tied on places

by Sarah Bayliss

More than 100 parents who had hoped that Sir Keith Joseph, the Education Secretary, might overrule local appeals committees to allow them their first choice of school, are likely to be disappointed.

Answering a written question in the Commons last week, Sir Keith explained that he had "no role" in the appeals process and should not therefore be considered by parents as the final arbiter in appeals cases.

His powers to intervene were limited to cases where it could be proved under the 1944 Education Act that the local authority or governing body at the school in question had acted unreasonably or had failed to discharge a legal duty. To be upheld, such complaints had to pass very rigorous tests and he would, he said, take formal action "only in a handful of cases".

The local authority associations this week gave a cautious welcome to Sir Keith's clarification of the law; their officials have complained vociferously to the Department of Education about the apparent loophole in the 1980 Education Act which makes appeal committee decisions binding on local authorities and governors but not on parents.

According to the DES, Sir Keith has received 114 letters from parents who are dissatisfied with the school place their child has been allocated and with the decisions of local appeals committees to reject their cases.

Nine complaints concern places at primary schools; the remaining 105 concern secondary places.

They include roughly two dozen cases from dissatisfied parents in Southall, Rotherham and Calderdale which have been reported in *The TES* over the past two months. The other authorities being criticised by parents have not been named.

In his answer to Mr David Trippier, Conservative MP for Rossendale, Sir Keith split out the terms of the 1980 Education Act which set up local appeals committees and established the grounds on which an authority or governing body could refuse to give a child a place.

"In the light of the cases advanced by parents on the one hand and the authority or governors on the other, the appeal committee is completely free to decide each appeal in the way it thinks best. That decision is then binding on the authority or governor," Sir Keith said.

He went on: "The Education Act 1980 gives the holder of my office no role in this appeals process. It remains open, though, for parents to complain (not appeal) to me and, if this is appropriate, for me to intervene under Section 68 or 99 of the Education Act 1944 on school admissions as on other questions."

"The scope of my intervention, however, is very limited and qualitatively different from the freedom of decision given to local appeal committees. "Unlike those committees I can formally intervene only in certain limited circumstances, that is where the evidence satisfies me that the authority or governors have either exercised their powers, or performed their duties, 'unreasonably' (which in the strict legal sense of the word, implies a degree of perversity) or that they have failed to discharge a duty imposed on them under the Act."

"These are very rigorous tests and while each complaint would be properly considered, I would be likely to take the matter up only if there seemed a possibility that I might be empowered to act. "Since I expect local education authorities and school governors to exercise their functions properly, I believe that it is likely that I would only be called upon to intervene in a handful of cases."

## Devon climbs down on CND meetings

A decision by Devon's education authority to ban the Campaign for Nuclear Disarmament from meeting on school premises has been dropped after widespread public protest.

Pressure on the county's Conservative group included unprecedented petitions from its own education advisers and community college wardens, and culminated in a demonstration outside county hall last week.

The ban had been proposed and approved without any prior notice at an education committee meeting in June. It emerged from a debate about whether or not CND groups should be allowed to affiliate to community colleges thereby getting reduced rates for the hire of equipment and premises.

Mr Ted Pinney, Conservative chairman of education, proposed not only that affiliation be disallowed but also that CND should be banned from school premises - against the advice of Mr Joslyn Owen, the chief education officer.

The proposal prompted public criticism.



Ban on CND dropped after public protests from several head teachers. Mr Philip Thorne, head of Exmouth comprehensive, the biggest school in the county with 2,500 pupils, said at

the time: "I personally regret and am deeply saddened that an established political party is using its position of influence to make it more difficult for a group like this to meet and share views."

The county's staff of 27 advisers and all its community college wardens also opposed the ban in letters to the council.

To spare its embarrassment, the full county council agreed last week to amend rather than vote against the original motion put by Mr Pinney.

One amendment states that CND is not allowed to affiliate to community colleges but can meet, like other political groups, out of school hours in premises which it has hired at a full commercial rate.

One side-effect of this decision has been to force all political groups, including the established political parties, to pay a full commercial rate for hiring school premises. Hitherto such groups have paid a cheaper rate set for "recreational and social" groups.

Another amendment states that CND groups cannot meet during school hours, and its materials will be allowed into schools only as part of the curriculum for political education.

Mr Reginald Curry, leader of Devon's Labour group, said this week he had received more letters on this issue than on any other. All the letters opposed the ban. Some were from CND branches around the county but the majority were from people concerned about free speech. Mr Michael Foot, leader of the Labour Party, had written supporting the stand against the ban.

At last week's council meeting Mr Curry called for Mr Pinney's resignation, pointing out that this was not the first time his proposals had caused a public furore and an embarrassing climbdown by the majority party.

Mr Pinney told *The TES* he was pleased that the county's attitude towards CND had been "properly debated". He would not be resigning. Sarah Bayliss

## ILEA leader wins backing over car

by Richard Garner

Mrs Frances Morrell, deputy leader of the Inner London Education Authority and chairman of the schools sub-committee, has been given official backing to use a chauffeur-driven car to take her to County Hall and drop her 8-year-old daughter off at school on the way, despite opposition by some of her Labour colleagues and Tories.

However, it became clear this week that she is by no means the only local education authority leader to have an official car at her disposal. Councils right across the political spectrum offer this service to their leaders.

A call went out this week to all local authorities to examine whether they should provide convenient transport for leading members as a result of an inquiry into councillors'

support services conducted by the Association of Councilors.

Its inquiry says: "In the case of other members where hardship and a great inconvenience exists some provision should be made to travel to and from meetings or essential functions."

In Mrs Morrell's case, the Labour leadership of both the ILEA and the Greater London Council has agreed to reduce the number of official cars provided to councillors - and both have a rule that transport should only be provided in exceptional cases.

Mrs Morrell's plea that she could not reach County Hall in time for important meetings if she used public transport after dropping her daughter off at school (which is less than half a mile from her home) managed to

convince the majority of her Labour colleagues on the ILEA's staff sub-committee, which voted by seven to four in favour of sanctioning the move. Two Labour members, Mr Steve Bundred and Mr Keith Veness, voted against it.

Local authority spokesmen say the provision of personal transport is patchy but those who do provide are by no means restricted to councils controlled by the Left. In Conservative Kent, for instance, a small group of cars is available for all sorts of visits - such as to schools. During this year's negotiations on teachers' pay Hampshire paid for a private car hire firm to take its representative on the Burnham committee, which negotiates teachers' pay, to London for a meeting. Hampshire is also Tory controlled.

## Go-ahead for diet study

The first UK survey aimed at finding out about children's eating habits at home and at school since cash cafeterias were introduced to schools over the past two years is likely to go ahead next spring. It will involve 2,000 children in the age ranges 10-11 and 14-15.

The survey will be conducted by the Office of Population, Censuses and Surveys on behalf of the Scottish Home and Health Department and the Department of Health and Social Security, and follows a pilot survey, just completed, which studied the dietary intake of 100 primary and secondary pupils in eight schools in Glasgow and eight in London.

Children and parents will be required to record and weigh every meal before eating it over a 7-day period. Parallel surveys are planned for smoking habits and dental health.

## Statistics - à la St Michael

The Marks and Spencer empire was built on a reputation for quality at a reasonable price, a principle their former chief, Sir Derek Rayner, obviously abandoned when he reorganized the Department of Education's statistics branch.

The first batch of new publications, replacing the familiar printed volumes *Statistics of Education*, is nothing short of a disgrace. Certainly they are much cheaper; certainly many of the old tables were superfluous or arcane; certainly one of the reasons for growing delay in publishing the figures was the inevitable hold-up at the printers. But does a huge Government department, responsible for the spending of billions a year, really have to rely on this scruffy selection of computer print-outs, loose sheets with scarcely legible handwritten numbers, and disparate pamphlets that would shame a school magazine?

In defence of the DES statistics branch, they did consult some of the main groups that use

the figures regularly. And it was agreed that there was room for some savings. But it was also felt that there were corresponding areas where the coverage of the statistics could, and should, be improved. This has not happened. Nor has the greatest absurdity, the separate publication of Welsh figures which prevents any comparisons with earlier figures, been ended.

If this is what Sir Derek has done to the statistics branch, what must he have in store for the Inspectorate?

## Lord Denning and the Sikhs

Lord Denning's parting shot sent more disturbing ripples across already troubled waters. In the case of the Sikh boy who was not allowed to wear his turban in a Birmingham private school, Lord Denning and both his colleagues on the bench decided that the headmaster had

not broken the Race Relations Act, because Sikhs were not a "racial" group. There is no law, they decided, against religious discrimination in this context.

It is worth recalling, perhaps, that when the Race Relations Act went through Parliament in 1976, Ministers reassured MPs that, among other things, the Bill was intended to protect people who were discriminated against for wearing turbans. Members such as Mr William Whitelaw who supported an unsuccessful amendment to ban religious discrimination, were told by the Minister of State at the Home Office, Mr Brynmar John, about the Bill's new concept of "indirect discrimination", whereby a discriminatory act may be illegal even if there is no intention to discriminate. This concept was expected to help protect those discriminated against by reason of their religious observance.

It is easy enough to accept that the headmaster in question was discriminating in effect rather than intention. He accepts children from all racial groups who conform to his uniform rules. But that does not mean that he was acting with sensitivity or good sense; after

all, other private schools in Yorkshire have compromised their passion for uniformity by allowing Sikh turbans in school colours.

Sikh dress has now been accepted via industrial tribunals and courts for bus drivers and nurses, and the wearing of turbans instead of crash helmets on motor-cycles is now allowed under a Private Member's Religious Exemption Act of 1976. It must be right to extend the ruling to the school room.

An important principle is at stake: if Denning's law is right it ought to be changed. Many people would deplore the setting up of more separate schools for ethnic and religious minorities, but how are these reasonably to be opposed if schools cannot guarantee freedom of religious observance?

## No Comment

*Jobs for the Boys - more metalwork ideas for teachers and students.* Title of a new book for teachers, boys and girls by Harry T Evans, published by The Technical Press.

## Second Opinion

### The limits of positive discrimination

Britain is a multi-racial society, but its coloured minorities are substantially disadvantaged by comparison with their white fellow countrymen. In the fields of employment, housing, health and education all the statistics suggest that being black is both a predictor of deprivation and a cause of unequal treatment.

It is the time to move from a policy of seeking to eliminate discrimination against racial minorities to the more positive one of seeking to offer them more advantages by what is known in the United States as "affirmative action".

Such questions seem central to any study of race relations in the 1980s, and indeed the authors of a recent pamphlet, *Leading the Way*, ought to be well placed to shed light on them. Alan Little and Diana Robbins, according to the preface to the essay, have participated over the past seven years in a Social Sciences Research Council-funded investiga-

tion into transmitted deprivation, and are anxious to bring much of the specialist research from both sides of the Atlantic to a wider audience than academics concerned with race and social policy.

Unfortunately, even given the very limited confines of the Commission for Racial Equality's pamphlet, the discussion is disappointing in a number of respects. Certainly if this pamphlet is designed to set the stage for further large-scale research into the feasibility of an affirmative action approach to policy in this field, it is unpersuasive.

Much of the interest in affirmative action strategies has been generated by the experience of the United States, and the authors try to integrate a good deal of American material into their argument. However, the summary of the constitutional debate about special admissions programmes for minorities who wanted to enter graduate and professional schools (the *De Fomb* and *Bakke* cases) and about schemes designed to provide special opportunities for minority workers (*Weber*) is superficial to say the least, and the discussion of the Carter Administration's handling of affirmative action is wholly inadequate.

The authors seem unaware, for example, that "under-utilisation" is a test for establishing whether in fact some groups are discriminated against in employment was replaced

by the concept of "under-representation" in relation to civil service jobs in the United States. Thus instead of asking whether the percentage of blacks employed by Government reflected the percentage of qualified blacks available, the test became whether the percentage of blacks employed by Government reflected the proportion of blacks in the population as a whole, qualified or not.

It is the increasingly radical character of affirmative action strategies in practice in the United States as well as the bureaucratic chaos associated with them which has made the policy unpopular among all sections of American society, including those whom affirmative action is designed to benefit. There is a parallel here with the doubts which even American liberals are beginning to express about the use of the law to achieve integrated schools in areas where racial segregation is the result of residence patterns rather than intentional acts of discrimination by a state.

It would be unfair to draw attention to the scholarly deficiencies which permeate the pamphlet as a whole (although the reference to Mr Chief Justice Rehnquist on page 38 suggests that it was declared rather than written) and reference to the equal protection clause of the Constitution rather than of the 14th Amendment is unusual. What is more important is that the authors have missed the

opportunity to show by a careful examination of American affirmative action schemes the reasons why public opinion has turned against the idea and how subtle such initiatives must be if they are to achieve their objectives.

Despite these criticisms, the authors' respect of the literature does suggest some aspects of public policy where a more positive and affirmative approach might find favour with a cost-conscious government. The relatively poor educational achievement of West Indian children even by comparison with other immigrant children demands further research and perhaps policies designed for short-term compensation of this disadvantage. Whether additional resources or easier access to higher education (or some combination of both) is the appropriate answer remains to be seen. What may perhaps be said with certainty is that it is in narrow areas such as this that academic research on race relations could more usefully be concentrated than in the large-scale endeavours of the kind anticipated in this pamphlet.

Gillian Peate

Dean, Lady Margaret Hall, Oxford

*Leading the Way: A Study of Transmitted Deprivation, Ethnic Minorities and Affirmative Action.* Alan Little and Diana Robbins (London: Commission for Racial Equality, 1982).

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# Platform

## Back to the boxes: political threat of specialization

Timothy Rogers offers home thoughts from abroad against DES suggestions for subject and age restrictions on teacher qualification

In offering his comments on the DES consultative paper on Qualified Teacher Status, may this correspondent from the pine-fringed shores of the Kattegat make clear that he has been unable to consult with anyone except an occasional mermaid? Any restraint shown in expressing his opinion - unanimous - of this ill-conceived document can be attributed to the balmy climate.

As *The TES* announced on the front page of June 4 the Government has proposed that "a teaching qualification should mean no more than a licence to teach certain subjects to a certain age group". Mr Fred Smithies, general secretary designate of the NAS/UWT, was quoted as seeing at the back of the proposal "the possibility of moving towards a two-tier or differential salary system with primary teachers on a different rate from secondary colleagues".

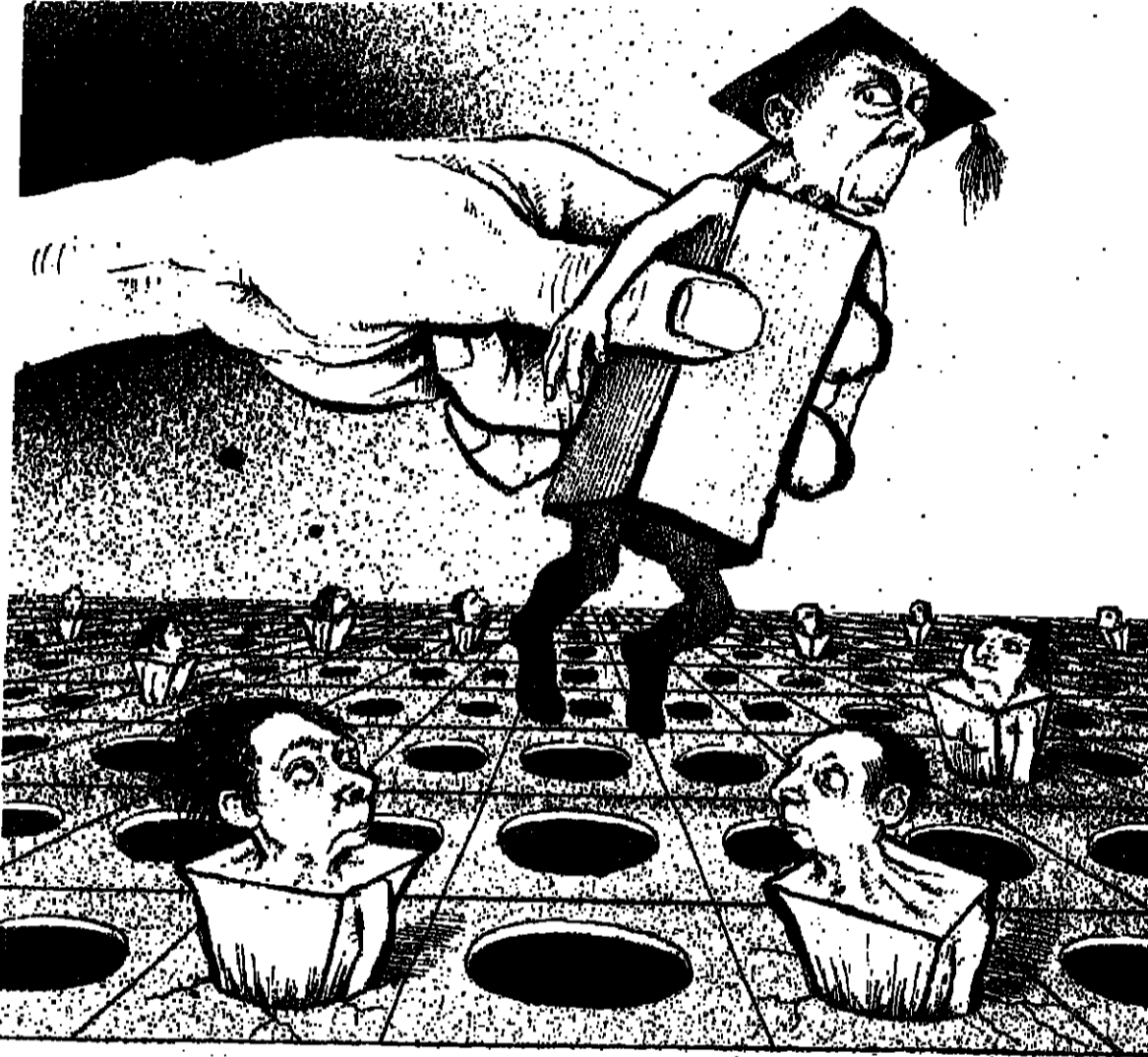
The restrictive views of both Sir Keith Joseph and Dr Rhodes Boyson were also referred to. In its particular context and in the general field of educational politics, the document is yet another illustration of the principle that, if you cannot provide what is obviously needful, you should tighten controls.

Against limited experience within one educational authority, Leicestershire, and within one of its community colleges, Bosworth, I shall test the proposals. "With regard to phase, or age-range specificity" - the jargon is not mine - "the distinctive skills needed by teachers of different phases or age-ranges might be brought more sharply into focus in the training process itself."

For my first year in Leicestershire, in the mid-sixties, Stewart Mason, then director of education, recognizing how badly educated I was, despatched me for one day a week to selected primary schools. Thanks in large part to their liberation from the 11-plus, exciting things were happening in them: it was indeed an education, an infusion of what Mason was fond of calling "fizz", and I shall be forever grateful for the experience.

At about that time the "primarization" - not my word either - of 11 to 14 high schools was the cry: primary heads were sometimes appointed to head them; more recently the influence has continued with the development of 10-plus entry into four-year high schools. In the upper school (14 to 18), I have been party to the appointment of a dozen or so teachers with primary school experience - and almost as many, incidentally, with experience of university teaching.

I am sure that a former vice-principal colleague, now principal of Countesthorpe, will not object if I mention that he began his teaching career in a primary school. A former head of mathematics for 15 years had taught previously both in primary and high schools, nor was his degree in mathematics. His number two in the department had a first degree in mods and greats. Which brings me to "subject specificity".



"Within the secondary phase", the paper claims, "the subject content of BEd and other undergraduate courses, and the suitability of the first degrees of those taking PGCE, might come under closer scrutiny in relation to the needs of teachers of particular subjects"; and "the match between qualifications and subjects taught might be improved".

Over the years at Bosworth we have been happy to appoint teachers with degrees in such subjects as psychology, metallurgy and anthropology which do not occur within the curriculum, and in sociology before that subject did so; happily - and pace Dr Boyson - it is now flourishing. In the coming year we shall be welcoming an English teacher with a degree in modern languages (though he has taught English literature at a German university), and a head of humanities from a university which included scientists, the advertisement having made clear that they would be eligible.

All these appointments, I hasten to add, were by deliberate choice.

never for want of choice. Surely, when there is growing recognition of the wholeness of knowledge, and when its compartmentalization has never seemed a more inappropriate preparation for the world as it is or as it is likely to become, it is the most appallingly retrograde step to suggest a return to the petty divisions and disintegration of the school curricula of yesteryear.

At Bosworth, in such courses as environmental science and communications studies, teachers from science, humanities and design faculties combine their expertise. Our most recent curricular development links the core courses of humanities and foundation design.

How can a Secretary of Education bring himself as he did last October to warn colleges not to accept graduates for teacher training whose degree had "little connexion with school subjects"? Perhaps Mr Smithies has missed the more serious purpose of the document. May it not be seen, in conjunction with the abolition of the Schools Council and

various sinister moves on the examinations front, as part of a movement towards political control of the curriculum?

Those of us who work within them have seen those Leicestershire colleges which combine 14 to 18 upper schools with provision for the community of all ages as one of the most hopeful ways forward through the turbulence of change. Indeed, many education authorities must now be regretting that their systems of reorganization have not been as successful as Leicestershire's in providing viable and flexible sixth forms. When community tutors have also to be qualified teachers, when "school" teachers admit within their classes adult members of the community, when upper schools/colleges are not mere institutions for 14 to 18-year-olds but resource centres for those of one-plus to those of 80-plus, the present suggestions might be seen as an irrelevance if they were not also a threat.

In the past year at Bosworth, one of the most successful community

classes has been run by two sixth form students, one the winner in his fifth year of the special electronics prize in the Young Scientist for Britain competition, the other an area finalist in that competition. Their class of 15 or so adults included the head of engineering at the college (an Oxford scholar who does as a matter of fact have a degree in engineering) and two other Bosworth teachers.

But it would be unfair to those impartial experts at the DES to suggest that their discussion document argued only one side: the "relevant considerations", they allow "do not ... all point the same way". Local management discretion, wisely used, is necessary to achieve the optimum deployment of the teaching force, especially as needs change, school rolls decline, the primary/secondary balance changes and so on.

It is recognized that the proposed measures would reduce "flexibility". What about the "minority subjects" - another term I deplore - which did not justify full-time appointments? Even the use of part-timers and peripatetics might not achieve this perceived goal of "a complete and detailed match".

Another dangerous admission: "The Secretary of State might need to impose admission requirements upon ... etc. Perhaps, in present circumstances, the most surprising admission is that it would almost certainly be necessary to train a larger number of teachers overall than would otherwise be the case in order to provide an adequate supply of specialists in each phase and subject in each locality". Would that be enough to ensure, I wonder, rejection of the proposals?

Despite this last hope, a dangerous thought has been wafted across the North Sea. Might it be a possible object of these proposals, as of others like them which purport to achieve what politicians have recently become more reticent about calling "higher standards", to be diversification?

For the past academic year - now mercifully concluded - I have filled a timetable gap by teaching mathematics to a set of fourth year students, and although I took double maths in my far-off sixth form days, not more than half the syllabus fell within my own school experience. (Is it now so foolhardy for teachers trained for infant teaching to teach sixth formers? Why, some of the mathematics now taught in primary schools used once to be a part of university syllabuses.)

But of more serious consequence to my students and myself than any inadequacy in my training was our having to cover the course without a text book between us. Perhaps the next DES consultative paper could address itself to supply that deficiency.

Timothy Rogers is principal of Bosworth College, Leicestershire.

## Experiment given qualified welcome

by Sarah Bayliss

A thinly veiled swipe at apparent contradictions emanating from the Department of Education comes in a statement from the Secondary Heads Association this week.

It begins with a warm welcome for the 22m experiment announced recently by Sir Keith Joseph, the Education Secretary, to develop a more effective education for fourth and fifth formers, who are visiting their last two years at school.

It goes on to point out, however, that "every one of the principles outlined by Sir Keith for helping these few formers were identified and fostered by the Schools Council,

long ago. Sir Keith has decided to abolish the Schools Council."

The SHA quotes from the speech Sir Keith made to launch the experiment at the conference of the Council of Local Education Authorities in Sheffield. He said: "There is sometimes a tendency to plan the organization of a school around the needs of the more successful pupils and the demands of examination courses."

While this may be true, says the SHA, employers and parents put themselves towards examinations. These pressures are compounded by the power and prestige of the GCSE

boards and indeed by the very strong pressure from the Government to preserve academic standards in the proposed single examination at 16-plus.

While welcoming Sir Keith's 22m specific grant for the experiment, the SHA states: "In so far as this project closely resembles some Schools Council projects - although much more generously financed - we wonder how many staff, and with what appropriate experience, will be allocated to vet, monitor, and evaluate the participants and to foster dissemination. This presumably will be a significant charge on the finances,

## Councillors have to feign knowledge, says report

Too many local councillors are overwhelmed by their workloads and have to feign knowledge of complex issues, according to a report commissioned by the Association of Councilors. It says they need training for the job and much more administrative support.

The inquiry, *Support Services for Councilors*, found the level of support services was generally low although there was considerable variation between authorities, with the London borough of Hammersmith districts offering most to their elected members. In some authorities, councillors had research staff and

secretaries working exclusively for them, at the other extreme, there were councils where a member could not even get a routine letter typed.

Only a third of councils which responded to the inquiry provided secretarial services for all members. A minority provided accommodation for councillors to hold surgeries and meet the public.

*Support Services for Councilors* available from: Publications Assistant, School of Advanced Urban Studies, Rodney Lodge, Grange Road, Bristol BS8 4BA. Price £3.50.

## The TUC conference is to debate a common pay strategy Teachers join in move to offset Government cash limits

by Richard Garner

Teachers' leaders are set to fall in line behind a TUC plan to reintroduce a common pay strategy for all public service unions in next year's pay negotiations.

The TUC conference at Brighton next month will debate a call from the Society of Civil and Public Servants, one of the architects of this year's common pay front, calling on all TUC-affiliated unions in the public services to consult with each other to produce a common basis for a claim.

The idea is that this would lead to a minimum demand being put forward by all public service unions to offset any government plans to curb pay increases by imposing limits on the amount of cash aid advanced to

bodies like local education authorities for pay increases. This year a similar policy led to the tabling of 12 per cent claims by all public service unions.

The motion talks about consultation over "practical forms of coordinated industrial action" over a common claim but recognizes that individual unions may feel they have a special case.

Leaders of the National Union of Teachers, which has a majority on the teachers' panel of the Burnham committee, which negotiates pay, are certain to back the move next month - although they stress they are still in favour of some sort of comparability

exercise being introduced into teachers' pay bargaining in future.

On pay, the National Association of Schoolmasters/Union of Women Teachers has tabled a motion to the TUC congress condemning "the divisive and inequitable policy of the Government in setting cash limits which aim to restrict freedom in pay negotiations for certain groups of workers in the public sector while, at the same time, both permitting and advocating free collective bargaining for other groups of workers".

The motion goes on to denounce what it calls "this deliberate effort to use non-industrial workers in the public sector as pawns in a campaign to bring about a substantial real reduction in wage levels".



Mr Fred Jarvis



Mr Terry Casey

## Challenge for a seat

Mr Terry Casey, who is retiring from his post as general secretary of the National Association of Schoolmasters/Union of Women Teachers next April, is having a party, shot at gaining a place on the TUC's "inner cabinet" - its general council.

Mr Casey is one of six contestants for the five places for representatives of the public service unions on the executive committee - along with Mr Fred Jarvis, general secretary of the bigger National Union of Teachers. The results of the election will be announced at the TUC's annual con-

ference in Brighton next month. Mr Jarvis is already on the executive committee. Mr Casey has challenged for a seat previously.

There will also be a fresh controversy next month over a decision taken at last year's conference which would have given the NAS/UWT a seat on the executive in future.

Delegates to last year's conference agreed a move which would lead to unions with a membership of 100,000 having a seat on the executive automatically. This decision will be challenged by several unions at the conference.

## Shelton urges equal science study for girls

by Biddy Passmore

British schools must provide genuinely equal opportunities for girls to study science, Mr William Shelton, education junior minister, said last week.

Speaking to the International Symposium on Science Education at Trent Polytechnic, Mr Shelton said school timetables and subject options too often worked against giving girls an equal chance: "The plain fact is that women have made invaluable contributions at the highest levels of science. It is an injustice towards the individual to assume simply on the basis of their sex that one course or another is better suited to their needs."

"This was one of three challenges facing the teaching of science in schools, if Britain was to keep up record on research and not see its good ideas exploited by others, Mr Shelton said. Another was to provide "a more complete and coherent education in science for the majority

of young people who will not follow careers in science and engineering."

A survey in the late 1970s had found that only half of the boys and 60 per cent of the girls in the last two years of compulsory schooling were studying at least one of the three main science subjects. Mr Shelton reminded his audience. And about 9 per cent of boys and 17 per cent of girls were taking no science at all.

He said: "I would argue for a more general acceptance that education in the sciences aids learning and encourages the reasoning process just as much as the traditional disciplines of Latin or Greek, the humanities or history."

The third challenge was to link scientific theory more explicitly to practice, with more work related to the uses of science in agriculture and industry, in everyday life and in the home.

## Examiners to allow for effects of strikes

Representatives of the examining boards have promised to review sympathetically any complaints from head teachers over the marks awarded to GCE and CSE candidates whose education was disrupted by strike action in the run-up period to their examinations.

The pledge comes after a plea from Mr Alfred Bush, the chief education officer for Barking and Dagenham, where members of the National Union of Teachers staged a six-week strike in protest against a threat to 150 jobs during the latter

half of the spring term. The Labour-controlled authority wrote to all the examining boards used by pupils in the borough pointing out that children's education may have suffered as a result of the strike.

Mr D J Thow, the deputy education officer, said: "We brought the attention of all the examination boards to the fact that there had been a strike which may have had some effect on the work of youngsters in examination groups. We were asking whether it was possible for

examination boards to bear this in mind in marginal cases. I don't think one could have looked to them to do more than that.

"In general, the examination board said there wasn't really anything they could do in the marking of the papers, but some said that if they received representations from head-teachers in individual cases where the result really was very much on the borderline between two grades, they would view these sympathetically."

## Pupils qualify in too few subjects, study shows

A narrow range of achievement, even among bright pupils, is clearly shown in a study of 16-year-olds in Bradford carried out on behalf of the city's colleges.

It found that 28 per cent of a city-wide sample managed to get higher grade GCE or grade 1 CSE passes in English and mathematics - but only half of those passed a wide enough range of subjects to be judged "well qualified" for work or further study: English, mathematics,

a science and a technical subject. The well-qualified group was almost equally divided between the sexes.

Most well-qualified young people came from the wealthier parts of the city, the study found, and only three of them had fathers who were not working, a proportion almost half that of the total sample group.

These figures are among the results from Bradford's study of a 10 per cent sample of young people who were 16 in September 1980,

living in Bradford and attending schools in the district. Answers came from 450 young people in the three surveys conducted over 15 months.

Among well-qualified respondents, 75 per cent intended to return to school sixth forms and 15 per cent wanted to leave school and find jobs. In fact, the survey 15 months later found that 82 per cent had returned to school and only 8 per cent had succeeded in finding work. Five per cent were unemployed.

## The International Association of Applied Psychology met in Edinburgh last week. David Ross reports

Direct classroom observation was a very promising area of research about 20 years ago, but now it has largely stagnated, Dr Sara Delamont of University College, Cardiff, told the congress of the International Association of Applied Psychology held at Edinburgh University last week.

In what proved to be a controversial paper on teacher evaluation, Dr Delamont said that around 1963 researchers were encouraged to "get their hands dirty" and get into the classroom to observe and develop rules for what constituted an effective teacher.

This was approached in three ways: through systematic observation where a schedule was produced of what was considered important; through an ethnographic or anthropological approach where the researcher goes into the classroom with a blank notebook and a blank mind and "writes down whatever takes her fancy" and through the production of some kind of permanent record such as a video or a diaphragm which only put off the clock for a hour when conclusions had to be drawn.

"Twenty years were spent on all three approaches which had failed to produce any real decision on what constituted effective teaching," Dr Delamont remembered that she and David Hamilton had done some work in this area in 1972 when they were research students. Recently they had been asked if their work could be reprinted for inclusion in an Open University course which would run until 1990. She had replied that it was old research and would hold little interest for the present. "This really shows the stagnation of this field of research," Dr Delamont said.

Dr Delamont said that of course there were reasons why the research had stalled. First, there was no consensus in society on what an effective or a good teacher was. What appeared a good school or good teaching to some would not be so attractive to others. As a result, researchers could not agree if they had seen good teaching or how to measure it.

## Research still stagnant after 20 years

In addition, there was a constant conflict between that research which was academically acceptable and that which was acceptable to the practitioner, the teachers. There was another conflict between studies which gave a concise and simple answer and those which seriously tackled the complexities of the classroom. The former became very popular, although shallow, while the latter remain largely untouched.

Dr Delamont's contentions were challenged by two later speakers. Professor J F Egleston of the School of Education at Nottingham University said he was more optimistic about research on the teaching process. He was not surprised that progress was slow because the problems were so great. "Perhaps some of our approaches have been naive, but it would be very naive to expect immediate results."

Professor Neville Bennett of the Centre for Educational Research at Lancaster University challenged Dr Delamont's assertion over the conflict between what is academically acceptable and what is acceptable to teachers. He had just completed work on the quality of pupils' learning experience which was certainly academically acceptable and had also staged an in-service course for teachers based on the project's findings.

In a later paper on educational programmes, Dr John Raven of the

Scottish Council for Research in Education said that there was much evidence to suggest that radical changes were needed in our schools. Large scale survey results had shown that most people believed that the education system should be primarily concerned with fostering such qualities as initiative, self-confidence and the willingness and ability to take an active part in improving one's society. Yet there was evidence that these goals were not achieved. This was where change was needed.

Dr Raven said that part of the reason that these goals had not been achieved was that there were powerful constraints on schools against trying to innovate. He quoted the example of an experimental environmental studies programme in five primary schools. Different pupils were allowed to study different aspects and thereby developed different skills such as those of the historian, the scientist, and the social scientist. Because of the education system, the teacher involved was unable to "credentiate" the different skills learnt and therefore could not justify the programme to the parents or to her director of education and came under pressure as a result.

Television does not encourage violent tendencies among children but it could inhibit their imagination, said Dr Barrie Gunter, a researcher with the Independent Broadcasting Authority. Schools should have courses in "television literacy" in which youngsters would learn to evaluate programmes critically and learn about production techniques and styles.

This was necessary, he said, to counteract the negative effects of television on children's reading development and academic achievement. Television particularly inhibited play and make-believe among children - regarded by psychologists as crucial early influences on their later development.

"Though television provides young children with plenty of ideas, it never allows them to go away and practise these on their own and imagine it all by themselves. They're always drawn back to the television screen whose imagery is so vivid and ever-changing that it makes their imagination redundant anyway."

Dr Gunter said allegations about children imitating television violence were based on over-simplified research. In one experiment the same clip was shown over and over again in a 10-year period which, Dr Gunter said, was quite unrepresentative of average viewing.

His research had shown that adults and also children, he believed, had complex reactions to violence on the small screen depending on the context. Disappointing, for example, of male violence against females or police violence against criminals.

Also research in the United States found that children of a young age retained only half the information in a programme and failed to relate motivation to action to consequences. By the time they were older and had made these connections, they were less likely to be adversely affected by violence. Those who did react aggressively after watching a violent television programme were rare.

Nixon, who is part of a team researching these issues at Monash University in Victoria, Australia, said: "Research about television has been bedevilled for too long by the assumption that television is something alien and separate."

Another speaker pointed out that there had been a 13 per cent reduction in traffic accidents while the green cross code man had appeared in television advertising.

Research into the reading ability of children from low-income families showed that there is no simple cause and effect between parental influence and good progress in reading, claimed Dr Catherine Snow, an associate professor of Harvard Graduate School of Education, who spent two years studying 36 children from low-income families in an industrial city in the north-east of the United States. She concluded that "Good readers are invulnerable to all obstacles both at home and in the classroom."

Her research shows that factors which in middle-class families predict reading success in reading skills did not correlate with the children in her sample. Good readers did not all come from homes where the parents read books or where books were freely available. In some cases the only reading that took place in the home was in the racing pages or from cereal packets on the breakfast table.

Dr Snow found "great variations among siblings, although there was a higher probability of success in reading where the children received daily help from one parent and in homes where time was well organized. Above-average readers spent about two hours on homework every day (as against one hour per day for the rest). But there was no correlation between parental educational attainments and their children's reading progress."

## Comprehensive closed, but the bitter battle to save it rages on. Sarah Bayliss reports

More than 100 teenagers in Liverpool, whose parents have refused to accept closure of their school in Croxteth, may be kept away from education next term.

### Croxteth parents threaten classroom boycott

The parents, some of whose anger was evident when eggs and tomatoes were thrown at Mr Michael Heseltine, the Environment Secretary, earlier this week will today refuse to call off their sit-in at the school when they meet Mr Richard Kemp, the chairman of education.

They will argue that the school has much better facilities than the Ellergreen School two miles away, which is to remain open. Croxteth School is surrounded by 30 acres of green playing fields.

"It's a beautiful school and it is a sin not to let the children of Croxteth use it," said Mrs Irene D'Arcy, a former pupil whose three youngest children have just left.

Croxteth comprehensive was closed at the end of the summer term with about 460 pupils on roll after an 18-month battle over its future.

The battle was and still is, marked by the kind of bitterness and political controversy which has become familiar to observers of the Liverpool scene.

"The parents' sit-in and the protest which met Mr Heseltine are the latest incidents in a long history of trouble for the education department. Since Liverpool city council was created in 1974 no party has had a clear majority and its decision-making has been paralyzed. In recent years education has been through a six-month NUGO strike, the 10-month suspension of Mr Kenneth Antcliffe, the education officer, the riots in Toxteth and breakdown in discipline at St Saviour's primary school, and most recently an FBI report cataloguing appalling mismanagement of schools plus an order from Sir Keith Joseph, the Education Secretary, to get rid of surplus places fast by closing schools.

The area of Croxteth, also known as Liverpool 11, is a predominantly white, working class housing estate of post-war flats. It now has a high proportion of one-parent families and unemployment as high as, if not higher than, the more notorious district of Toxteth across the city.

Roughly half the families are Roman Catholics who are served by their own schools. Croxteth comprehensive is the only county secondary school in the area and one of the few community resources, apart from the library.

The Rev. Ian Brooks, vicar of St Paul's church, says: "There's a lot of bitterness here. People feel that because Toxteth is racially mixed it gets all the help and they get none. I've heard people say that if Toxteth can't do it so can we. It is very worrying."

Mr Brooks was one of about 30 community and tenant leaders who met Mr Heseltine on Monday to continue talks about ways of extending inner city partnership money - to which Croxteth is not strictly entitled. Above the noise of the demonstration outside, Mr Heseltine announced a refurbishment programme for 134 derelict flats 200 yards away from Croxteth comprehensive, and cash to finish building a football pitch.

"We were very, very ashamed when he was met with that bar-



Parents maintain a protest sit-in at Croxteth comprehensive.

rage", said Mr Brooks. "But it was a natural reaction from frustrated people - much as people like me know it's wrong-headed and has probably damaged our cause. There were many 'wild' young children on the estate and they needed no encouragement to start getting out of control."

He has worked with Croxteth parents since the secondary school was first threatened with closure in November 1980. "The school has always been a steady influence. The atmosphere was always calm and the children really cared about the school," he said. There were several graduate teachers, and last year one boy went to Cambridge.

Mr Cyril D'Arcy, secretary of the Parents' Action Group and one who regularly sleeps on the hall floor for the 24 hour "community picket," said that people were most frustrated by the council's handling of the case. It was a political decision to close Croxteth and keep open Ellergreen, he said.

He also believed, though he had no proof, that the city council wanted to sell off the playing fields to ease the burden on rates.

He said it was widely believed in the area that the Liberal group which preferred to shut a school in a Labour ward rather than in a Liberal ward.

He said that in the first vote on the issue in December 1980 Mr Michael Storey, then chairman of education and ward councillor for Ellergreen School, decisively used his casting vote to approve closure of Croxteth. The closure was approved by Mr Mark Carlisle, then Education Secretary, in November 1981.

However, earlier this year Labour and Conservative groups bowed to parental protest and voted by a big majority in favour of keeping the school open. Sir Keith Joseph was asked to defer the implementation date of the closure so that alternative plans could be drawn up. Croxteth parents sent deputations to the Department of Education and lobbied MPs, but in May Sir Keith said there could be no deferment. A bus-load of parents came to London and saw Dr Rhodes Boyson, the junior minister for education, but at the end of last term the school was closed.

Mr Kemp, the present Liberal chairman of education, said this week it was "absolute drift" that the decision was politically motivated. Ellergreen was the more popular of the two schools, as shown by its intake of four and a half forms of entry compared with Croxteth's one and a half. "We've done the most sensible thing and closed the least popular school."

Labour and Conservative groups could have proposed that Ellergreen should close instead, but neither had done so.

It was "absolute nonsense" that the land was going to be sold off. Industry and private housing already had a surfeit of sites he said; it was the council's intention to retain the fields for educational use.

He said the demonstration faced by Mr Heseltine had shown the lack of parental control in the area. "What is needed is more parental responsibility and a few clips round the ear."

At his meeting with parents today he would tell them their sit-in was ruining an attempt to set a Manpower Services Commission project for 350 unemployed youngsters at the school from September. A youth club and play scheme had been resuscitated because electricity had had to be cut off. He promised that the building would be turned over for community use if the parents left. In the meantime there would be no attempt to evict them by force.

Mr D'Arcy, who will be at the meeting today, said a compromise could be struck, with part of the site used as a school and the rest by the unemployed and youth projects. "I'm sure they could co-exist."

## Biddy Passmore on an exercise in parental choice

### Kent puts closures in the hands of the open market

While Sir Keith Joseph and his officials discuss the ins and outs of vouchers at a series of leisurely seminars, Kent education authority is gradually assembling the building blocks of such a scheme.

This autumn 1,855 pupils in the Tonbridge and Tunbridge Wells area will transfer to secondary schools on an open enrolment basis. That is, in effect, a modified voucher scheme confined to the state sector. And Mr John Barnes, the authority's free market chairman, already has plans to decentralize spending to schools in another part of the county - another essential element of the voucher system, where parents take their money straight to the school of their choice.

Strictly speaking, open enrolment means that the county should have abolished all admission limits on the 15 secondary schools in the area and allowed parental choice free rein. In fact, the freedom of choice is limited by two factors: the two affected divisions of the county are still selective, and no school is going to expand by more than one form of entry (30 pupils).

None the less, some of the sudden changes involved in a system of free choice have come about: mobile classrooms and five extra members of staff have been added to take at least some of the strain at popular schools.

All four schools - two grammar and two secondary modern - are taking one more form of entry than their previous planned admission limits. Others have dipped slightly, with one secondary modern and one grammar school losing one form of entry.

Although the scheme falls far short of a true free market, it does seem to have gone a long way towards meeting parental choice. All of the extra pupils squeezed in at the popular schools represent satisfied parents who might otherwise have appealed against the council's allocation.

easy to lose staff where numbers are dropping. In fact, only one job has been lost in the less popular schools.

Mobile classrooms can easily be removed from schools where rolls have dropped and moved to a popular school nearby, according to Mr Barnes and Mr Atherton. Even school transport - one of the highest costs in the 1977 feasibility study - is not a problem in this area, because free transport has always been provided for children attending distant selective schools and is not needed in the case of secondary modern pupils.

Moreover, the new scheme appears to have solved the problem of parental choice. Although 98 parents failed to get their first choice, most of them have settled quite happily for grammar schools in Tunbridge Wells. Not one of the appeals to County Hall from these two divisions is over allocation of schools.

So what will happen next? Mr Geoffrey Taylor, deputy head of the Judd grammar school, hopes fervently that the present experiment will only last one year. If the school continued to take an extra form of entry every year, he said, it would grow to a size that the present site could not possibly accommodate. "Obviously we seek what the new Education Act seeks," he said, "that parents should have their first choice. But schools are finite and have an ideal size - it can't be unlimited."

Mr John Bassett, a parent governor of the Weald school and formerly head of the campaign to keep it open, also has mixed views. He supports parental choice but feels the council chose open enrolment too late for the results to be fair. And he is under no illusions about the Weald's need to act fast to compete with the other girls' grammar schools.

It seems likely that the county will actually use the scheme to determine where parental preferences really lie - and close the schools which fail to attract sufficient support. For the present, however, Mr Barnes and his officials are playing it by ear.

In what some would consider an uncharacteristic statement, Mr Barnes told *The TES*: "Like Mr Asquith, I shall wait and see."

### The restriction on expansion appears to have limited many problems

Why did the county not try to fit all the children in? "Specialist provision couldn't be stretched any further," Mr John Atherton, assistant education officer for schools, said. "For instance, we could only add a mobile classroom for general use, not labs and so on."

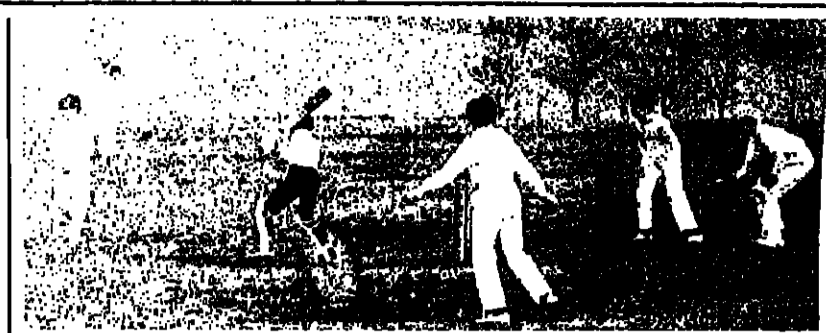
Staff at the school also emphasize the extra strain on teachers. One extra member of staff can only cover the extra pupils in one subject, they point out.

But the restriction on expansion appears to have limited many of the anticipated problems. On staffing, Mr Barnes says confidently: "We've got a curriculum-led staffing formula so we can adjust it reasonably easily. But, at a time of cuts, he could not

many Mensa members have bitter tales about comprehensives, he admits that others hold equally strong views in their favour. Presumably some of these must actually be teachers in comprehensives, since academics, teachers, and computer staff are the most common occupations of members (up-to-date figures on members' backgrounds are not available).

Last week about 70 Mensans from Chicago and Chesterfield, Nairobi and Nottingham, and points in between, gathered in Cambridge for a seminar on "golden ages" in the past. Contributors included Professor Richard Lynn, of the New University of Ulster, whose recent findings on the intellectual superiority of the Japanese caused so much publicity, and the no less controversial Dr Rhodes Boyson, the junior education minister, who was talking about British stagnation between 1870 and 1970. (Dr Boyson, incidentally, is not a member of this society of the brainy. "I am not a joiner," he explained. "The world is my oyster so why should I get trapped in a particular corner of it?")

The meeting coincided with the start of a new recruiting drive by Mensa, which has already experi-



Limited overs: bat and ball are to make way for bricks and mortar.

### Developers queer the pitch for schools

Cricket pitches regularly used this season by a Surrey boys' school are to be sold off as building land.

This is to happen in spite of a clause in the Local Government, Planning and Land Act, 1980, which exempts publicly-owned land regularly used for recreation from being commercially developed.

At the same time, a nearby school sports centre also used regularly by the school is being closed by the Inner London Education Authority.

A letter from Mr Ian Johnstone, head of physical education at Curshamton boys' high school, to local MP Mr Nigel Fortham and signed by 11 other members of staff who help with games, says: "We are unsure of our facilities for next year both for the teaching of curriculum games and equally seriously for our very programme for Saturday morning fix-

selling off small playing fields for development housing. It may happen in this case. It is, after all, in a residential area."

Mr Rose backs up his argument with the reassurance that both the club and the school will be ultimately better off. "We are going to provide much superior facilities elsewhere. At a new sports complex at Roundshaw, there will be three cricket pitches and up to 10 football pitches for the use of schools and clubs."

At a conference arranged by the Football Association toward the end of last year to examine the implications of selling off school playing fields, the general feeling among teacher union leaders and sports administrators (though not shared by local authority representatives - was that however much recreational facilities were added to, none should be disposed of as a matter of principle.

The Inner London Education Authority's argument is that because of rapidly falling school rolls their grass sports centres, originally numbering 10, are being progressively under-used. One has already closed and others are being looked at with a view to closure.

Mr Johnstone said he was particularly worried about the school's Saturday morning fixtures. "It's a strong tradition in the school. We have eight soccer and four rugby teams. We are in effect a secondary modern school in this still selective borough and these fixtures mean a lot to our boys."

The land in question is a local-authority-owned playing field in the outer London borough of Sutton and currently leased by Beddington village cricket club, founded 50 years ago. The club secretary wrote in a letter of protest on discovering the land was to be sold: "The club was responsible for reinstating the square and enlarging it to allow the local school to use it."

Mr Kenneth Rose, chairman of Sutton leisure services committee, defended the borough's policy. "It's a question of putting land to the best available use and that may mean



Edited by Bert Lodge

### Little room for leavers in Open Tech programme

School leavers will not in the main be catered for by the Open Tech, the new national programme to bring technical education and teaching within the reach of more people.

The plans for the programme, which will promote and coordinate ways of making both college studies and distance learning accessible to a wider range of students, are set out in a report published yesterday by a Manpower Services Commission-appointed task group. It says that the target group will be mainly adults who have had experience of work, including the unemployed.

The group proposes that the money the Government has allocated to the initial phase of the programme - £1m for the coming year rising to between £6m and £10m in 1984/5 -

should be used mainly on developing open learning materials and the staff to use them. It says it sees the Open Tech as consisting of a planned and coordinated range of commissioned projects.

The group wants seven or eight major projects started by the end of this year, including some that will cover a whole industry and others dealing with fields like robotics.

It urges the MSC to act quickly to appoint a director - by "external competition" - for the programme and to set up a small unit to run it.

It agrees with the Government that the programme should be overseen by a steering group representing education and industry. The task group suggests 20 members under an independent chairman.

### Colleges wait for training quota cuts

Ministers were deciding yesterday on the distribution of teacher education places with a proposal before them to remove training entirely from up to 10 colleges and polytechnics.

Colleges are to be informed this weekend that their new quotas for BEd and postgraduate places are, in line with a boost in primary training and a major reduction in secondary training amounting to a loss of well over 2,000 places.

Three or four closures are anticipated. Three polytechnics will lose their teacher education departments, but voluntary colleges and those institutions which have diversified in a small but successful way will be most at risk. Other institutions will be threatened as well by lack of local authority support.

Consultation is to last until the end of September to give the National Advisory Body time for proper discussions. It is understood that there will be room for negotiation and that monotechnics, for example, will be offered the option of merging with institutions.

Ministers drew back from proposals which would have led to the closure of a larger number of smaller colleges, and concentrated instead on the larger colleges and polytechnics on the grounds that the political impact of the cuts would be lessened.

The existing split between institutions (roughly one-third maintained colleges, one-third polytechnics and one-third voluntary colleges) will be maintained.

### Schools left out of plans for new scheme

Schools have been set aside in the Department of Education's plan to mobilize the education service in the national vocational preparation programme for school leavers which starts next year.

A draft circular, sent out by the DES sets out a programme for local authorities which would require over 100 colleges in the country to take major steps now to prepare for the scheme. It emphasizes the links between the programme, the Youth Training Scheme, and the new 17-plus pre-vocational certificate for pupils who stay on in schools and colleges, and implies the staff development for both should be coordinated.

But the draft - although it is titled "Implications for the education service" - deals only with colleges.

It says the Education Secretary recognizes that some schools are

already involved in programmes for leavers, but wants to discuss the role of the schools separately with the local authority associations.

The Association of Colleges for Further and Higher Education has told the DES that the proposal to leave the role of secondary schools out of the circular is not much overlap cause there is now so much overlap in the work of schools and colleges, the association says, a piecemeal approach is no longer acceptable.

The association is also challenging the Education Secretary's view that there will be enough accommodation for the new activities despite pressure on colleges and his suggestion that disused or under-used schools can be used for youth training. It says that the last thing many of the young people will want to do is to go back to schools.

### Literacy unit to continue for at least two more years

The Adult Literacy and Basic Skills Unit will continue at least until March 1985 with broadly the same level of funding and essentially the same remit: education, junior minister Mr William Shelton announced this week.

He told the unit's annual conference in London that he was convinced that there is both a significant continuing problem of adult illiteracy, and that ALBSU had a major role to play in helping solve this problem. Some £1.35m had been set aside for 1982-83, and it was envisaged that similar sums may be available in subsequent years.

Mr Shelton added: "We still attach great importance to developing the educational base without which vocational skill training cannot be undertaken. We now want also to permit

the unit to deal more effectively with the needs of those with no immediate prospect of work and those who do not seek it, and to recognize the importance of these basic skills as the first rung on the educational ladder."

Adult and further education, including literacy and basic skills, must be given a firm legal basis, the ALBSU recommends in its annual report published this week.

The unit points out there is a vast disparity of provision for adult literacy with no minimum standards and down concerning tests; staff/student ratios and length of terms.

**A VERY SPECIAL PRINTOUT**

In March we published a special inset on "Schools and Computers". It featured an interview with Kenneth Baker, an article by Seymour Papert, the work of the Microelectronics Education Programme, the proliferation of computing languages and several more highly illuminating articles on the subject. Reprints of this 12-page supplement are now available at a cost of 50p each (including p&p).

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### Philip Venning reports on an international gathering of super-brains

#### Mensa gives comprehensives a low score

It is scandalous that the comprehensive system was introduced without prior research into its effects." Not surprisingly perhaps, this is the view of the world president - and probably many of the British members - of Mensa, the society for those with very high IQ.

Mr Victor Serebriakoff, one of the longest serving members of the society and newly elected world president, has no doubts that the comprehensive system is a mistake. He sent his own children to comprehensives but removed them in disgust.

"What it may have done is take away what we did for the underprivileged child. Now he goes to an underprivileged school" instead of the selective system which has many of the best brains. "The first rung on the educational ladder."

many Mensa members have bitter tales about comprehensives, he admits that others hold equally strong views in their favour. Presumably some of these must actually be teachers in comprehensives, since academics, teachers, and computer staff are the most common occupations of members (up-to-date figures on members' backgrounds are not available).

Last week about 70 Mensans from Chicago and Chesterfield, Nairobi and Nottingham, and points in between, gathered in Cambridge for a seminar on "golden ages" in the past. Contributors included Professor Richard Lynn, of the New University of Ulster, whose recent findings on the intellectual superiority of the Japanese caused so much publicity, and the no less controversial Dr Rhodes Boyson, the junior education minister, who was talking about British stagnation between 1870 and 1970. (Dr Boyson, incidentally, is not a member of this society of the brainy. "I am not a joiner," he explained. "The world is my oyster so why should I get trapped in a particular corner of it?")

The meeting coincided with the start of a new recruiting drive by Mensa, which has already experi-

enced something of a renaissance. British membership, once in the hundreds, has surged in the last few years to a total of 8,500 and



is apparently receiving "500 new applications a week."

The recruiting drive was launched with a blitz on Cambridge where members of the public were challenged to sit the qualifying IQ test. Though Mensa does not reveal the actual IQ level necessary for membership, it is designed by them to exclude all but the top two per cent of the population.

1940s and after stormy early days eventually spread to become a worldwide movement of 60,000 people, three-quarters of whom are American.

One of the longest running questions within the society is the extent to which the members should use their collective brainpower for some recognizable purpose. Victor Serebriakoff has been one of the most consistent opponents of this view. He believes that its main aim should simply be to act as a social meeting place for people with similar mental capacities.

Certainly most of its local activities tend to be social - barbecues, camping trips, beer tasting and charades. There are also dozens of special interest groups, ranging from the Christian group (one of the largest) to Gay Mensa, from a feminist to an anglers' group. So far the Serebriakoff view that the society should be completely a-political and uncommitted has predominated.

According to Mr Serebriakoff many of those who join have missed out on formal academic honours, and the society deliberately tries to attract the "undiscovered" super-brains. The *Sun* newspaper is one of their best sources of members.

something rather different however. Promoted by Mr Clive Sinclair, chairman of British Mensa and the electronics genius who produces the world's cheapest microcomputer, the seminar is the third annual attempt to concentrate the minds of members on a single topic.

Not that they try to produce any single view or proposal. Rather, the aim is to look at some of the ways society is going and suggest a wide range of general options.

The future for Mensa looks good, according to Mr Serebriakoff. The days of bad publicity and slurs about elitism are receding. There was an increasing reaction against the age of gallantryism - a good thing which had gone too far. People were beginning to recognize that those with brains could contribute more in a complicated developed society. "It is not sensible to make these people feel inferior. So many bright children have to hide their cleverness from their peer group." But the climate was changing and the days of despising the excellent were coming to an end.

Dentils of Mensa from: Bond House, St John's Square, Wolverhampton WV2 4AL.

# Asians angered at judgment

by Bert Lodge and Diane Spencer

Sixks, numbering about 80,000 in the Southall district of the London borough of Ealing, are expected to renew their efforts for a voluntary aided school of their own, following the Denning judgment to dismiss an appeal of racial discrimination.

When they applied two years ago they are rebuffed by their Tory-controlled council which said no suitable county school was likely to be vacant. The council also questioned whether it was a religious school the Sixks were anxious to found or merely a Punjabi language school.

The assertion by Lord Denning that Sixks are in law solely a religious group reinforces their cause, given that the denominational argument is the strongest for justifying the establishment of a new voluntary aided school. Mr Bhugwan Singh Dhill, a Sikh councillor in Ealing and member of the education committee, said this week that the Sikh case would be strengthened although the failure of the Southall Sixks to produce a united action group might still impede their progress towards their own school.

The Sri Guru Singh Sabha, the largest temple in Southall, currently

runs evening schools for teaching Punjabi and the Sikh religion to more than 1,000 children. The community thinks it logical for these arrangements to be followed up by a high school, voluntary aided. This would mean that 85 per cent of the running costs would be funded by the DES.

Mr Mark Carlisle, the then Education Secretary, told a gathering of Asians in December, 1980, that there was no statutory objection to them having their own schools provided the need could be proven and secular education would also be provided.

Sixks are disappointed with the Denning judgment. Mr Satinder Singh, secretary of the Sikh Students' Federation, said the repercussions would be far-reaching. Employers might say: "We can't give you a job unless you take your turban off," he said. "It is really very offensive - for a true practising Sikh, removing a turban is like losing a limb."

Mr Atwar Singh Mangat, secretary of the West Midlands Branch of the Asian Teachers' Association, with a majority of Sikh members, said the decision did not do any good for race relations. It would encourage indirect

racial discrimination. Other Asian teachers have also expressed disapproval. Mr Raj Ray, coordinating secretary of the National Convention of Black Teachers, called it a "very disturbing decision". "Lord Denning has gone completely against the spirit of the law," he thought it was a setback for racial harmony in schools and would worsen race relations in the country. It would also encourage those who wanted to set up separate schools for Sixks. His organization did not think separate schools for blacks, Muslims, Sixks or Asians would solve any problem. They would not help to create a multi-racial, multi-cultural and multi-lingual society.

The 250,000-strong Sikh community is already planning to get the decision reversed, or the law changed if necessary. A petition to Parliament is being organized through the network of 180 temples. The Commission for Racial Equality which supported the case against Grove Park school, and was heavily criticized by the Court of Appeal, is at present examining the judgment but is highly likely to try to get leave to appeal to the House of Lords.

# Appeal Court rules Sikhs not ethnic group

Mr Audley Dowell-Lee, head of a private school in Birmingham, was not guilty of racial discrimination in refusing to admit a Sikh boy unless he removed his turban and cut his hair. The Court of Appeal decided unanimously last week.

Lord Denning, Master of the Rolls, ruled that Sikhs, unlike Jews were not an ethnic group and were not therefore covered by the 1976 Race Relations Act. Lord Justice Oliver and Lord Justice Kerr agreed with him.

The Court of Appeal was also strongly critical of the Commission for Racial Equality for supporting a claim of unlawful discrimination against the school. "The commission seemed to have created disorder where there had been none before" commented Lord Justice Kerr. The court dismissed an appeal by Sewa Singh Mandla and his son Gurdip against the dismissal by Judge Gostling at Birmingham County Court on December 11, 1980 of their claim for a declaration that the defendant, Mr Dowell-Lee, head of Park Grove School, Birmingham had committed an act of unlawful discrimination against them within the meaning of the 1976 Act.

Section 3 of the 1976 Act provides: "(1) ... 'racial grounds, means any of the following grounds, namely colour, race, nationality or ethnic or national origin.' 'Race' means any group of persons defined by reference to colour, race, nationality, or ethnic or national origin." Lord Denning said that Mr Mandla was a Sikh and a solicitor practising in Birmingham. In 1978 he applied to send his son, Gurdip, then aged 13 to Park Grove School, a private school of high reputation which took boys of all races. There were 305 boys; more than 200 were English but there were many others including 15 Sikhs, 22 Hindus, 48 Negroes, 16 Persians and seven Chinese.

The headmaster asked Mr Mandla whether he would consent to his son removing his turban and cutting his hair. Mr Mandla said "No". The headmaster then wrote to Mr Mandla saying that he had reluctantly concluded that the school rules with regard to uniform could not be relaxed.

Mr Mandla found another school for his son where he was allowed to wear a turban but he reported the headmaster to the Commission for Racial Equality. The commission took the matter up and pursued the headmaster relentlessly. He said that the boy had been rejected because he was a Sikh since the school did not make racial distinctions: it was the turban that was rejected. The commission interviewed and demanded information from the headmaster. They detailed Mr Mandla's proceedings in the Birmingham County Court which after five days the judge had dismissed.

The point of great interest was what was a "racial group" within the 1976 Act? If the Sikhs

were a "racial group" no one was allowed to discriminate against any of their members in the important fields of education and employment. The definition in section (1) was very carefully framed. It did not include religion or politics or culture. One could discriminate as much as one liked against Roman Catholics or communists or "hippies" without being in breach of the law.

But one must not discriminate against a man because of his colour or his race or his nationality or his "ethnic or national origin". It was most persuasively said that the Sikhs were a group of persons "defined by reference to ethnic origins".

The word "ethnic" was derived from the Greek word "ethnos" which meant "heathen". It was so used to denote the non-Israelite nations, the Gentiles, in the translation of the Old Testament (Hebrew *Yisra'el*, Greek, *Israhel*). The 1934 Concise Oxford Dictionary gave "ethnic" its present meaning, "pertaining to race". In 1972 a supplement to the Oxford English Dictionary cited a reference to the "racial type of ethnic grouping" which the Jews form the best known example. The reference to the Jews gave the clue to the meaning of "ethnic".

The word "ethnic" was defined in the Concise Oxford (1934) as "pertaining to race". The word "race" was defined in the Concise Oxford (1972) as "a group of persons defined by reference to colour, race, nationality, or ethnic or national origin". The reference to the Jews gave the clue to the meaning of "ethnic".

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# Courses

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The course is being run under the auspices of the Business and Administration Department, who will provide full details to anyone interested.

Apply to: The College, 100 Old Kent Road, London SE5 8PP.

# People

Mr Peter Snape, at present headmaster of King Edward VI comprehensive school in Totnes, Devon, and warden of Totnes Community College is to become the new general secretary of the 3,500-strong Secondary Heads Association and the Headmasters' Conference. Mr Snape, 57, will take over from Mr Donald Frith, who retires at the end of August.



Mr Malcolm Pincha

Mr Keith Speed, the Conservative MP for Ashford and former Navy Minister, has been appointed Parliamentary consultant to the Professional Association of Teachers, at a salary of £3,500 a year.

Mr Howard Green, 38, deputy head at an upper school in Leighton Buzzard, Bedfordshire has been appointed head of Henry Box School, Witney. He takes over next January.

Mr Malcolm Pincha is to be Surrey's new county education officer. He has been deputy chief education officer in Devon since 1976. He replaces Mr John Henry who retires at the end of the year.

Mr I E McFadyen, formerly second master and head of mathematics/computer studies at Winton School, Croydon, has been appointed headmaster in succession to Mr G G Barker, who retired at the end of the summer term.

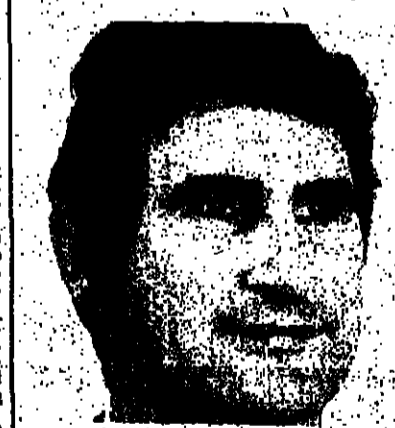


Mrs Janice Lloyd

Mrs Janice Lloyd has been appointed head of Rotherhithe junior school, Mrs Lloyd, 35, is at present deputy head of Tuffnell Park primary school, London N7.

Barbara Lippitt is to become head of Beckford primary school, West Hampstead. Mrs Lippitt, who takes up her new post in January, is at present head of Nightingale primary school, Wood Green, London.

Mr Ken Clarke, vice-principal for the past three years at Havering Technical College, has been appointed principal from September.



Mr David Macpherson

Mr David Macpherson, aged 40, has been appointed headmaster of Ashford, Buckinghamshire. He comes from Dean Close Senior School, Cheltenham, where he was a housemaster for four years.

Mr Peter Thomas has been appointed to the Sports Council. He is director of training and staff development (youth and community service) Buckingham County Council, and spokesman for the National Association of Youth and Community Education Officers on Sport and Recreation.

Mr Trevor J Saunders, Professor of Greek, has been appointed to the Chair of the Faculty of Arts at the University of Newcastle upon Tyne. He has been head of the Department of Classics, last year, the business and student affairs committee, and also of the Council of University Classics Departments.

# Primary and Pre-school Parent pursues case as staffing saved

by Sarah Bayliss

A decision to cut staffing at a middle school in Hereford and Worcester next term has been reversed by a newly formed committee of local council staff. Staffing levels at the school are currently the subject of a formal complaint to Sir Keith Joseph, the Education Secretary, by a parent, Mr Leslie Stratta.

Mr Stratta, whose son attends St Barnabas Middle School in Drakes Broughton, this week welcomed the county's decision not to cut the teaching force from seven to six, and claimed it was a reaction by the authority to his legal action.

But he would continue to pursue his complaint with Sir Keith. "My case still stands," he said.

Mr Stratta, who is an English lecturer in the faculty of education at Birmingham University, has complained under Sections 8, 68 and 99 of the 1944 Education Act that the school has insufficient teachers to cover the curriculum and that his son will not be properly prepared for secondary school when he transfers in a year's time.

He also complains that science and craft lessons are too big to comply with health and safety regulations. Mr Stratta, who lodged his complaint with Sir Keith two months ago, believes he has an unusually strong case since the authority has outlined minimum staffing standards

at the school and the curriculum which must be taught there. His complaint quotes a letter from the chief education officer to a local MP dated November 1981 which said: "It is our view that a middle school of this type should have a head teacher plus eight assistants."

And yet the school currently has only seven staff plus an acting head and from September was due to have only six staff plus head as a result of spending cuts.

Last week a meeting of the county's staffing panel, which considers special cases, decided that the school's permanent staffing should remain at six teachers plus a head but that for the coming year there should be a seventh on a temporary contract.

Mrs Dorothy Gething, chairman of the staffing panel and of the school subcommittee, denied that the staffing concession had been granted because of Mr Stratta's case. The school's future had been under discussion for 18 months, during which time there was an acting head teacher. "We think the school's been through a bit of a rough patch - that's why we made the decision."

# Author shortage brings on ill feeling

by Julia Hagedorn

The Publishers' Association has been accused of secrecy in its planning of Children's Book Week this year. Teachers and librarians who have not been allocated an author's visit are angry that they were not told until late June.

Children's Book Week, which takes place the first week in October, is an annual jamboree of visits by authors and illustrators, as well as book events, and picnics around the country to focus attention on children's books. Publishers pay for their own authors' travelling expenses and fees, and those areas or bookshops which are quick off the mark usually get the authors of their choice.

This year, in an attempt to devise a more equitable system, the Children's Book Group of the PA asked the National Book League to orga-

nize the event centrally and allocate authors through area representatives, so that schools or bookshops which had been left out in the past would have the chance of a visit.

With only 130 authors available, 13 areas were left out, notably Oxfordshire, Cornwall, Bedfordshire, Suffolk and Norfolk. However, some areas, like Scotland, Wales and the Isle of Wight, were allocated authors for the first time.

Members of the Federation of Children's Book Groups were so upset by the new arrangement that at their recent annual meeting they considered withdrawing from Book Week, and one branch, Birmingham has done so.

Ms Joyce Wyatt, chairman of the federation, said members were most disturbed about the apparent secrecy



A teacher and pupils at Froisher primary school, Jaywick, Essex sample the fruits of their labours which were part of an end-of-term project on "the egg". Keeping an eye on the breakfast preparations for scrambled eggs on toast is teacher Mrs Ann Bates.

# Exchange visits recommended for flagging enthusiasm

by Philip Venning

Middle school teachers should arrange exchange visits to each other's schools to help them recapture the original enthusiasm when middle schools were first set up, said Dr Jennifer Nias, of the Cambridge Institute of Education last weekend.

Summing up a week's course on the middle school curriculum organized by the institute, she said that people had begun to lose faith in middle schools. The large number of applicants for the course who had not received the backing of their local authority was just one sign.

But there was no need for middle school teachers to be panicked into their old trenches. She had detected among the course members some recapturing of the zeal that existed when middle schools began in the 1960s. Exchange visits by teachers to schools in different authorities would be one way of encouraging a renewed enthusiasm.

Earlier, Mrs Margaret Morgan, Suffolk's adviser for art, said that a

large number of children were deprived by never seeing great art, not even in reproduction. Often their main visual experience was of cartoons, photographs and advertising. It was essential that every classroom should have a wide variety of art forms, including three-dimensional art.

Up to the age of about seven children were symbolist. By the time they reached the middle school they faced a quite different way of experiencing the world, which teachers had to recognize otherwise children would be put off art.

At this stage children should go out and look, and touch, the world about them. It required skill on the teacher's part to make them really look and perceive.

Monitoring and assessing art was difficult, but there was little point in basing it on a single piece of work. Even though it was difficult to store a sequence of work, teachers should aim to do so.

# Richard Garner talks to Noel Henderson, the incoming chairman of PAT Leader strikes a delegate balance

"I shouldn't see myself voting for a Benn-Livingstone regime but I do admire some of the things that they've done."

"One might happily associate these words with an aspiring trade union leader from either the National Union of Teachers or National Association of Schoolmasters/Union of Women Teachers."

Until last week, they would not have been associated with anyone from the Professional Association of

Teachers, the 22,300-strong union whose members pledge never to go on strike, and which has been labelled as a "management stooge" by representatives of other teachers' organizations.

However, they were made by Noel Henderson, the 44-year-old incoming chairman of PAT who claims to be the first-ever trade union leader elected by secret ballot with the help of government cash aid.

"I'm also in favour of unilateral disarmament and anti-Common Market," he said. "On most issues, I think I would tend to take a left of centre view - but where I part company with the Left is on the issue of trade union powers."

"I have tried to go some way towards correcting the right-wing image of the union," he said. "People didn't know I was a unionist, but I didn't know I was a unionist, but I mentioned it at the conference - but that's as it should be. My private political views shouldn't intrude on my work with PAT."

"I mention it now just to try and correct the image we have of being complacent, right-wing management stooges."

Noel Henderson is a quiet, self-effacing man, thought by some of his

colleagues to be slightly pedantic. But, beneath that quite exterior lies a firmness which showed itself when he had to deal with NUT-style procedural wrangles during last week's conference "debate" on whether the union should adopt a strike-breaking stance in future industrial disputes.

He firmly told questioners that they could not raise spurious points of order and blocked moves to go on to "next business" without discussing the controversial motion.

Perhaps he was lucky not to be faced with about 200 experts on procedure as his NUT counterpart, Alf Budd, had been during his union's discussions on the controversial unilateral disarmament motion at its Easter conference.

He was also perhaps lucky in that he was trying to encourage discussion of something which he knew to be controversial - rather than stifle discussion of a motion which had been voted to the top of a conference agenda.

However, he earned himself a momentary congratulation on the way he had handled the issue and professed himself afterwards to be pleased with the outcome of the debate: PAT resolved to throw out the motion to appoint its members to a strike-

breaking stand in future - by an overwhelming majority.

"I'm delighted with the result," he said. "I was nervous about the debate but I didn't want it to be ruled out on a constitutional technicality - that's what turned down the first procedural motion."

"I think it was right that it ought to have been defeated after a vote - I don't think we should take on the sanctimonious image of 'we're right and you're wrong' on this issue."

"After all, I'm deputy headmaster of a school with a staff of 100 and if I couldn't get on with my colleagues after an industrial dispute I'd be in all sorts of trouble. I don't want to agree with them but I don't have to aggravate them and I should respect their point of view even though I may think it wrong."

Noel Henderson is a Yorkshireman, born in Whitby in 1938, who took a BA honours degree in French at Leeds University and a post graduate certificate of education in modern languages, games and athletics.

He was a co-founder of the English Schools' Cycling Association and became national chairman of the National Council for School Sports in

1980. Later this month, he will be appearing in a different guise as an official at the World Cycling Championships.

He is married to a mathematics graduate, who was also a teacher. They have two sons and a daughter, the elder boy now being at the Manchester Institute of Science and Technology after taking a degree at Oxford.

He is a firm believer in comprehensive education - being deputy headmaster of a comprehensive school in Cleveland - and believes that 80 per cent of pupils get a very much better deal under the comprehensive system.

Under PAT's rules, there are elections for the post of vice-chairman and the holder of that post automatically succeeds the chairman after his or her year of office.

Noel Henderson won his election against fellow PAT council member Julian Bell 18 months ago - and PAT was given £4,000 from government funds to help it with its secret ballots for the post.

During his year of office, he would like to see PAT winning a seat on the schoolteachers' committee of the Council of Local Education Authorities, which discusses teachers' conditions or services. At present, the teachers' panel of CLEA/ST is refusing to grant it recognition.

# School to work

## Voluntary training: unions forced to rethink Two year trial for industry

Industry is to be given up to two years to show the Government that it can make voluntary training arrangements work. Ministers believe that it will take this long for the full effects of the abolition of statutory training boards to become apparent.

Mr Peter Morrison, the Employment Under Secretary, who is responsible for training, said this week that what seemed to be satisfactory arrangements had been proposed in almost all the sectors covered by the 16 boards being wound up. The exceptions were textiles and parts of the food industry.

Unions were cooperating in many of the new training bodies despite the TUC's policy of boycotting them. "I think they will all have to come round eventually because of their concern for training. We are leaving them an open door," he said.

But whatever the unions decide, the Government will go ahead with its plans for training, whether or not it decides it has to bring back any statutory boards will depend. Mr Morrison says, not on what kind of voluntary arrangements are operating, but on how much and how effectively training is being carried out.

About 100 groups of employers so far have submitted proposals which have received Mr Morrison's approval, but not even the TUC knows how

many of them have secured the cooperation of their unions. The TUC believes most of the unions are still acting on its advice to refuse to have anything to do with the new bodies: that was a decision taken, however, while they were still campaigning to prevent the closing of the statutory boards, and a conference of the unions at the end of this month is likely to accept that the voluntary system is going ahead and to work out a new policy towards it. It will probably include the establishing of criteria by which unions can judge whether a particular voluntary training body should be supported.

Meanwhile, there is considerable uncertainty and confusion about who is going to organize training for the coming year. Only a minority of the groups who have put forward proposals to Mr Morrison have actually set up operational organizations: these are busy trying to get the Manpower Services Commission to agree to let them handle funds for urgent schemes such as apprentice training grants which were previously channelled to employers through the statutory boards.

The MSC is leaving the question of formal recognition of training bodies to the employment ministers; its only concern is whether or not the new

bodies can be relied on to do the job effectively, although the commission's officials have to be guided by its official report laying down criteria.

The principal immediate concern of the MSC's training division is to make sure that the offers of grants to subsidize apprentice training get through to employers in time for the start of the training year next month. Where there are no reliable new industry arrangements it is prepared to instruct its regional teams to deal directly with individual companies. But it wants to avoid this as much as possible for fear of being accused of bureaucratic interference. With signs that apprentice intake this year is to decline further from last year's catastrophic drop to 80,000, the commission has to act.

An employers' organization that claims it is the first to receive MSC funds is the British Paper and Board Industry Federation, which will get £30,000 to cover grants for 30 apprenticeships. The federation, which will run its training organization with about half a dozen staff, says that it has union members on its training council guaranteeing that issues will be handled in a "tripartite" manner. But Mr John Adams, the federation's director, admitted this week that the industry's big union, the Society of Graphical and Allied Trades, have boycotted the new



Construction training chief Leslie Kemp (left) says "Hands off my Eton", Training Minister Mr Peter Morrison, an Etonian, backs the board "robustly".

Construction training chief Leslie Kemp (left) says "Hands off my Eton", Training Minister Mr Peter Morrison, an Etonian, backs the board "robustly".

arrangements: only the electrical and the engineering unions have agreed to serve on the council.

Meanwhile, the two biggest surviving statutory boards, construction and engineering, are both cutting back their operations. The engineering board has cut its staff by 39 to 800, which means curtailing some of its services to companies.

Forty-two training staff were made redundant by the construction industry board last week, including Mr Mike Glover, principal of the Civil Engineering College, at the board's main training centre in Bircham Newton, Norfolk. Another six have been cut from its headquarters staff.

The staff cuts are a result of a heavy drop in the number of trainees employers are sending to the one-year courses at the centre - which charges

Edited by Mark Jackson

United States/Peter David

# Congress concern on children

A growing number of Congressmen and education administrators believe the American government does not know enough about the nation's children and does not possess the political means to safeguard their interests.

More than 160 congressmen from both the Democratic and Republican parties are supporting a move to create a special House of Representatives' committee on children, youth and families.

The committee would have no legislative jurisdiction and initially it would exist for only four years. But its supporters say it could provide Congress with a badly needed forum in which the interests of children could be considered as a whole without being fragmented by different departmental responsibilities.

At a seminar on Capitol Hill last week, organized jointly by proponents of the new committee and the American Association for the

Advancement of Science, congressmen were told that major changes in national policy were having a profound impact on American children.

Professor Mary Jo Bane of Harvard University said the proportion of children living in poverty had increased steadily over the decade. In 1981, one in five American children lived in families below the official poverty line, and one in five was reared in a single parent family.

The congressmen also heard that recent budget cuts were making it difficult for policy-makers to know how children were being affected by the recession and by changing patterns of employment and family life.

Mr Donald Hernandez, a senior research scholar at Georgetown University, said many vital sources of information about children had been jeopardized by reductions in federal government spending.

A new family income survey plan-

ned for 1982 had been cancelled and the scope of the 1980 census had been curbed as a result of federal budget restrictions, he said. The national health and nutrition survey had shifted from a five to a 10-year cycle.

"In the face of major changes in federal policy, one might logically call for an extension of these data bases in order to provide the data that are needed to implement and evaluate new policies. Instead, data collection efforts are being cut back," he said.

Sponsors of the legislation to set up a new congressional committee hope that it would become a focus for information-gathering about children. They point out that despite a decrease in the child population over the decade, the number of under-18s in the United States is expected to rocket by more than 20 per cent by 1990.

Japan/Barbara Casassus

## Pledge to fight censor

TOKYO: A pledge to fight censorship of school textbooks and to step up its campaign for nuclear disarmament were among the main elements of a 12-month action programme passed by the Japan Teachers' Union (Nikkyoso) conference last week.

The conference, meeting at Shimbara in Kyushu (see page one), also called for the promotion of peace studies in schools, and greater parent and community participation in children's education.

The Nikkyoso, split along party political lines between pro-Socialist majority and pro-Communist minority factions, claims a membership of 2,000, representing 73 per cent of teachers in state primary and secondary schools.

It is one of the few national unions in Japan and one of the most powerful. Nikkyoso president Mr Motomichi Makieda also heads the General Council of Trade Unions of Japan, the equivalent of the TUC.

In addition to obtaining considerable improvements in teachers' pay and conditions, the union has had an appreciable influence on the teaching content of subjects such as science, history and economics.

West Germany/Wellington Long

## Court approves special smoking rooms for 17-18s

BONN: The Bavarian constitutional court has sanctioned the provision of special school smoking rooms for 17 and 18-year-old pupils.

The court rejected a private suit by a teacher, Herr Gerhard Grimm, who claimed the practice of providing smoking rooms for older pupils violates the constitutional guarantee that the care and upbringing of children is a natural right and the duty primarily of parents.

Herr Grimm said schools making smoking rooms available to pupils were acting against parents' wishes in cases where they had forbidden their children to smoke.

But the Bavarian court found that neither schools nor parents can do anything to prevent 18-year-old pupils from smoking.

In 1975, the federal parliament lowered the legal age of reaching maturity to 18 years. Since then, an attempt by parents or teachers to prevent an 18-year-old from smoking would be a violation of the pupil's constitutional right freely to develop his personality.

A lot of pupils are only 17 years six months old when they begin the twelfth year of school, the court admitted. But they reach their



majority while in the twelfth year of school, the court said, so that it would make little sense to try to stop them smoking during the preceding weeks.

Anyway, the court said, to continue to prohibit smoking by all pupils would put an immense strain on teachers supervising the recess periods.

Spain/James Connell

## Long, hot days of study

MILBAO: For many Spanish school children the long, hot, summer holidays are overcast by an increasingly high failure rate forcing thousands of them to study several hours a day for their September resits.

According to official figures, 40 per cent of the school population fail to pass their end of course examinations in June. In recent years this had developed into an annual trauma involving disrupted family holidays, costly cancellations and frantic searches for private tutors.

Conscious of the mounting protest, education authorities have remodelled the first school structures by introducing the three R's and reducing the superfluous material to cut the failures to manageable proportions.

Unsuccessful pupils have to retake their examinations at the beginning of September long before the official starting date for the first term, September 15, for private colleges.

Generally, run cramming centres called academies do flourish during the summer months.

Some Madrid academies run to 2,000 students and most are highly profitable in view of the low cost of many of their installations and their weekly staffs. An average group class costs about £25 per head for a monthly daily class of one hour.

Academy spokesmen claim that in contrast to the usual 40 in a class during term, their numbers seldom

go beyond 12 to 15 per teacher and problem children have better attention. Educational psychologists are sceptical of the academies and claim that these pupils would do better to go on holiday and study by themselves for two hours a day.

A network of high-cost residential summer schools is available where serious cases are bribe-washed in monastic conditions. Many private schools offer a recuperation course during the month of July at extra cost or rechannel their failed students to an affiliated academy.

It has been claimed that underground educational enterprises in the form of cramming centres, language schools, crash courses and linguistic holidays make more money in summer than during the rest of the year. But the business is threatened by an unexpected competitor, the Ministry of Education.

Under the new system, qualifying examinations will be held at the end of two or three year cycles rather than every June, thus eliminating a yearly supply of failures.

An experimental educational programme is to be broadcast during the summer months, giving 10 hours a week to all levels. Forty tutors to be based on the FM band temporarily staffed. An average group class costs about £25 per head for a monthly daily class of one hour.

Academy spokesmen claim that in contrast to the usual 40 in a class during term, their numbers seldom

Israel/Benny Morris

## BEed move to boost standards

JERUSALEM: In an effort to grant academic recognition to Israel's teacher training colleges, Mr Zevulun Hammer, the Education Minister, and the Council for Higher Education have approved a plan authorizing the colleges to award BEed degrees to graduates of their programmes for teaching infants and primary school age children.

Until now, a small number of colleges have received permission to award BEed degrees to graduates destined for teaching posts in secondary schools only.

Israel, through this move, hopes to raise the standard of its teachers. For example, this could ultimately help in such places as kindergartens, primary schools and junior high schools, which, because they do not yet require academic training, have seen many potential candidates go into occupations with a higher academic status.

The committee, chaired by Professor Yosef Dan, which proposed the new measures for teacher training colleges, hopes that the "better class" of candidates who may come forward will eventually teach the under-14s.

So far, the council and the ministry have granted four of the country's 12 teacher training colleges the right to award BEed degrees.

Within the next few years, education ministry officials hope all the colleges will have received academic recognition.

Australia/Bill Purvis

## Reprimands follow racism inquiry

SYDNEY: Four teachers from a New South Wales country town have been reprimanded as the result of an inquiry into racism.

Three teachers at Bourke High School were found to be involved in the production of a racist cassette tape during an in-service training course.

The fourth teacher, the resource teacher for Aboriginal pupils, has been reprimanded for the methods used to expose racism at the school and has accepted a transfer.

The inquiry started in the far western country town of Bourke where about one-third of the population is Aboriginal. A clerical assistant at the school allegedly distributed a racist document which lampooned Aboriginal job applicants.

The clerical assistant has apologized, but teachers were found to be guilty of producing the offensive and racist tape.

One teacher involved has left the state school system to join a private school. A second has taken leave without pay after accepting a transfer, and the third, who was only peripherally involved, has been given a severe reprimand.

Leaders of the Aboriginal community in Bourke are still considering the result of the inquiry. The community, which twice boycotted the school by keeping children at home, originally demanded that the clerical assistant be sacked.

The New South Wales Teacher's Federation said that country schools with large numbers of Aboriginal students should vet all teacher appointments through special selection committees involving Aborigines.

These committees would check the fitness, qualifications and experience of potential teachers.

India/A S Abraham

## More riots over language

BOMBAY: Yet another change in the school language policy of the Karnataka government in south India has led to a fresh bout of rioting, this time by mainly Tamil-speaking workers employed in the Kolar gold fields.

The minority Tamils, who went on the rampage for three days early in July, were protesting against the provincial government's decision to make Kannada, the official language of Karnataka state, the "sole first regional language" in high school classes 8, 9 and 10, the last three years of the 10-year schooling period.

The decision to give the local majority language primacy does not mean that schools where the medium of instruction is other than Kannada will have to adopt it. At examinations for classes 8, 9 and 10, specially the last which is a public examination, the paper in Kannada will have a maximum of 125 marks, as against 100 for other languages.

Minority language groups argue that this will affect their children's performance since pupils whose mother-tongue is Kannada will have a natural advantage. To meet this criticism, the provincial government has agreed to give all minority language students doing the paper in Kannada an extra 15 "grace marks" for a period of 15 years.

By the end of that period, it contends, this concession will no longer be necessary since minority language students will be fluent in Kannada because the official language will now be taught from class one.

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## Falklands' finest

The Government now appears to be prepared to share the benefits of the Falkland effect with the whole of Britain's young. Mr Peter Morrison, the Employment Under Secretary, says that the value of young servicemen in the South Atlantic operation proves the worth of the younger generation.

He told 300 construction apprentices at the construction training board's Bircham Newton centre on Friday to disregard people who told them that their generation was no good. "Eight thousand miles from here the younger generation in that part of society proved outstandingly that they are worth their weight in gold."

He announced that the Government had made up its mind to back the board "as robustly as it can". But Mr Malcolm Fordy, director general of the Federation of Civil Engineering Contractors, said that the industry's leaders were appalled by the fact that so many of the trainees, after proving their worth at the centre, were not getting jobs. He said it was time for the Government, which had accepted in principle the industry's arguments for more spending on construction, followed this recognition up by practical action.

## Trade unions alarmed at apprentice hint

Hints from Manpower Services Commission executives that employers should consider taking trainees under the new Youth Training scheme in place of apprentices are alarming the trade unions and the youth employment lobby.

The MSC chiefs have always wanted apprenticeship to be absorbed into the one-year national traineeship scheme, with youngsters being paid and treated exactly like other trainees for their first year. But they were unable to get the backing of the task group from industry and education who drew up the scheme, which decided that apprentices should continue to be recruited and paid on the existing basis alongside the new trainees. The trainees will get a fixed allowance, heavily subsidized by government grants to employers, which will be considerably below most apprentice wage rates.

But at a recent meeting of the MSC's special programmes board, Mr David Young, the MSC's chairman, suggested enthusiastically that employers should be urged to take on five trainees in place of every two they recruit at present; and that they should be told

## Bigger say urged for youngsters

that the cost of the extra youngsters would be offset by the saving they would make on their existing wage bill. He was angrily criticized for seeking to undermine the task group's recommendations.

Now Mr Geoffrey Holland, the MSC's director, has told a meeting of engineering employers that they can negotiate to get "some or all" of their normal intake treated as trainees on the same allowance as the additional recruits.

He suggested that engineering firms could save up to half the extra cost of taking on the new trainees in this way, and the detailed figures he provided for the calculation implied that much of the saving would come from not having to pay apprentice wages.

Mr Roy Jackson, the TUC's education secretary, who was a member of the MSC task group, said this week that encouraging employers to use the new scheme to reduce their apprentice intakes was totally unacceptable. It would be a pity, he said, if it were allowed to overshadow the important long-term issue of how the content of the traineeship year should relate to more advanced skills training.

## Youngsters urged for bigger say

The TUC will be urged next month to give unemployed school leavers and youngsters on government training schemes a bigger say in campaigning on issues affecting young workers.

One motion, tabled by UCAIT, the construction workers' union, urged the TUC to ensure that young trainees on government training initiatives are the same allowance as trade unions. Other resolutions call for them to be paid union rates.

In addition, another motion, from the Bakers, Food and Allied Workers' Union, urges the setting up of a two-day TUC youth conference which would formulate a programme of demands for young workers and campaign for them.

The motion condemns the "horrific figures of youth unemployment" with "over one and a half million youth being thrown on the scrapheap; a figure even higher today than at any time during the 1930s depression".

Campaigning against unemployment ranks alongside opposition to private employers as the major area of concern at the TUC conference.

Calls have been tabled by several unions for youngsters placed on schemes such as the Youth Opportunities Programme to be paid the appropriate trade union rate for the job they do.

The education debate will focus upon a demand from the National Union of Teachers for the TUC to launch a campaign for a properly resourced fully comprehensive system of education and training for every child and young person, regardless of ethnic background, sex, social class or financial status.

In addition, the Musicians' Union has tabled a motion expressing grave concern over the cuts in instrumental music tuition introduced by several local education authorities over the past year, while the Writers' Guild of Great Britain is asking the congress to "deplore the drastic cuts in expenditure on books in public libraries and more particularly in schools".

Another motion, tabled by the Communication Managers' Association, calls on the TUC to pursue the need for increased day nursery facilities, claiming that the present provision is inadequate.

## National awards scheme rejected as 'too elite'

The Government has turned down the idea of national awards for schools which make a special contribution to links with industry.

The decision has come as a disappointment to Mr Neville Cooper, director of administration of Standard Telephones and Cables Ltd, who recommended the scheme in his report to the Government on school-industry links last year. He said the scheme should be headed by "an eminent personage".

It is understood that he had in mind a member of the Royal Family, who had expressed a willingness to be involved.

"I'd still like to see something with top-level sponsorship," Mr Cooper said this week. "I know there's support for the idea in industry, perhaps someone else will take it up."

But Sir Keith Joseph, the Education Secretary, said last week he had found no support for a "competition between schools" from either the education service or industry.

In their comments to him, school-industry link organizations apparently opposed the scheme because they wanted companies to be honoured as well as schools. Schools condemned it for being unfair and elitist; some schools could try very hard for many years without being able to win a prize, it was argued.

In general Sir Keith's response to the report, given in a Commons written answer, promises a clear lead from the DES to school-industry liaison, without available resources. A circular letter is to go out to chief education officers reminding them of authorities' responsibilities in this field, drawing attention to the valuable role of outside agencies and urging them to take further steps to bring their schools and local firms closer together.

However, he rejects Mr Cooper's recommendation that the DES should have links and powers commensurate with those of the Department of Indus-

try's Industry/Education Unit. Mr Cooper had pointed out in his report that the DoI unit had 13 staff specializing in school-industry links, while the DES had none.

Sir Keith points out that he already has powers to give taxpayers' money to agencies such as the Standing Conference on Schools' Science and Technology, and Project Tiddler. He makes no reference to Mr Cooper's suggestion that at least one DES official should take responsibility for coordinating the work.

Mr Cooper's report proposed an informal committee of about 30 chairmen of major companies to focus industry's concern. Sir Keith stresses that this is primarily a matter for industry itself. But says that in consultation with Mr Patrick Jenkin, the Industry Secretary, he will arrange to discuss it further with representatives of industry.

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128

# Letters

## Sour notes to music critic

Sir - I must challenge the manner in which Max Harrison chose to indulge his prejudices in some of his criticisms of the National Festival of Music for Youth (TES, July 23).

He admits that he is "square enough to deplore the fact that pop [music]... has any place in the educational system". Such eclecticism is divisive and educationally misleading; divisive in that it implies that children should meekly accept his view while he shows no concern for theirs; misleading in inferring that value judgments can be made if the actual material being judged is to have no "place in the system".

Or are teachers to shun any reference at all to a musical genre which many of their pupils find not only attractive but at times addictive? His fears that next year's Festival will have steel bands have been overtaken by events. I adjudicated this year, both in regional auditions and also in the secondary schools category of the Festival, steel bands whose technique was remarkable and whose musical sensitivity I found most moving. It was a delight, too, to experience a real wedding of different cultures, white children joining black ones in their music as readily as we hope for, and generally find, Afro-Caribbean participants in the school choir or orchestra.

Mr Harrison clearly misunderstands the nature and function of the NFMY when he declares that players of distinction ought to be giving master classes to outstanding young instrumentalists, selected by prior audition. There are many opportunities around in special schools and BBC and other competitions for such specialist help.

What the festival specifically avoids is duplicating the work of others and glorifying the individual. The competitive element is kept to a minimum; it is enough simply to be invited to play on the South Bank; there are no categories for soloists; the emphasis is throughout on sublimating the individual in the ensemble, be it string quartet, wind band, orchestra, choir or jazz group.

But of course all learn, both consciously in "workshops" and "teach-ins" and unconsciously by meeting the best, and sometimes less than the best, of similar endeavours brought together from throughout the country.

In this connection, it was a pity that Mr Harrison chose to identify by name two groups of young musicians whose efforts he thought less than admirable. This seems to me to be quite destructive, compared with his final admirable paragraph in which he at last seemed to become aware of the value of brilliant performers (the Jazz Ensemble of Chaffey College from California) showing the younger and less experienced what can be done.

This was, as I experienced it for the first time, the most important function of the NFMY, both for the 3,800 young musicians on the South Bank in July, and for the 20,000 who had taken part in preliminary festival auditions last spring.

GEORGE PRATT  
Senior Lecturer in Music  
University of Keele and  
Adjunct at the National Festival  
of Music for Youth 1982

and tuning facilities would be far from ideal. This we accepted, and from a participant's viewpoint, the organization was amazingly good considering the difficulties.

The festival does indeed bear witness to the diversity of musical activity in schools, and to its considerable success. I would strongly dispute Mr Harrison's belittling "in some cases" Music is to be enjoyed by as many of our students as possible.

Diversity, therefore, is essential. However, music teachers cannot be expected to be, nor do we claim to be experts, in every style and form. Consequently, most of us play to our strengths.

Some schools excel in one or two particular activities and many encourage their students to make their own music. My own establishment, for example, has two orchestras, two form colleges, has two choirs, a brass choir, a wind band, a swing band, a brass ensemble and numerous chamber music groups, ranging from recorder ensembles to string and wind octets. Not all of these can possibly be supervised or coached.

A great number of the real experts are peripatetic instrumental teachers and they are so busy going from school to school that, with the best will in the world, their extra help must be limited. I can only conclude that Mr Harrison is so far removed from his school days as to be out of touch with what goes on, or that he was lucky enough to attend an establishment which did have "all-round expertise".

"Keep music alive in our schools" is the message which goes out each year from the National Festival of Music for Youth. Long may it do so.

JOHN A. GRISWOLD  
Wollaton  
Stourbridge  
West Midlands

### Nuffield links

Sir - I agree with Roger Lock (TES, July 23) that Nuffield examinations have special features which ought to be preserved. It follows that the Nuffield-Chelsea Curriculum Trust ought to have links with the boards which are close and Roger Lock's fear that they are tenuous is not well founded.

For the examination of Nuffield A level Biology, the Joint Matriculation Board acts on behalf of all the GCE boards. The JMB was consulted when plans for revision of this course were first proposed, they are represented on the trust's advisory group for the revision and the coordinator of the revision has long served as one of their examiners.

I believe that these close links will continue and that the increased number of schools which we expect to be attracted to the new course will find that the examination needs will be fully provided.

After all it was collaboration between Nuffield teachers and the GCE boards in the past which produced the special examinations which Mr Lock wishes to preserve. All concerned wish this fruitful collaboration to continue.

Professor P. J. BLACK  
Director  
Centre for Science and Mathematics Education

### Active arts

Sir - So Eileen Adams (TES "Art for the Masses" July 6) wishes pupils to "feel, think and feel something about their surroundings".

Fine. I can think of no art teachers who would disagree. She then blunders in to suggest that many art teachers are educationally incompetent, and can see no further than the narrow confines of their own training as painters; and that we ought to be raising three cheers for the opportunities revealed to the art education

world by the insight of the Art and the Built Environment project team.

As someone who has been responsible for training art teachers for more than 10 years, I strongly refute her statement that "art is perceived by many as recreational therapy, a convenient leisure pursuit - and one step up from playing records or reading comics".

Of course we can find a useless art department - and just as easily we can find a bad RE, geography or design department.

It is, however, pointless to base sensible arguments upon extremes and art departments are not the narrow, inflexible places Eileen Adams would like us to believe in.

As someone who has visited displays of Hampshire schools, ABE, her own wholeheartedly congratulated her upon the useful activities she has initiated.

I cannot, however, accept the self glorification associated with the work of ABE, or the often narrow design approach.

Essentially her article sounds a further red warning light for our art teachers regarding the presumptuous idea that people working in areas concerned with "design" have a unique understanding of all things and that they are in a position to determine the role of the art teacher and direct the path of art education.

PETER DIXON  
Lecturer in art and education  
Kings Alfred's College of Higher Education, Winchester

the excellent work of the ABE team by suggesting that this project is the solution to the demise of art education as she sees it.

I do not agree with her sweeping criticism about art teachers. Many of these are based upon her rejection of alternative rationales and strategies. I believe that these are the lifeblood of art education. Destroy the idiosyncratic and the iconoclast and you will deprive our pupils of many experiences which counterbalance the prescriptive cognitive strategies which dominate much of our formal education.

I support the work of the ABE project as a way of extending the approaches available to teachers, but it is not a panacea for all of the ills of art education. Art education is enriched by the variety of values, attitudes and judgments.

Perhaps Eileen Adams' rhetoric can be excused because of her commitment and enthusiasm. But can she really believe that the notion of art as exploration and expression may be adequate at nursery level but hardly provides a strong case for art in secondary schools? Even when she qualifies this by "finding a place" for exploration and expression, media and production skills, she still maintains that the emphasis should be upon perceptual and critical skills.

Most experienced and committed art teachers will include all of these aspects in varying degrees. They will not be encouraged by her portrayal of them as lacking the wisdom which she has gained through their effort and assistance.

Eileen Adams and the rest of the ABE team should not allow the work of the project to become a divisive bandwagon.

MAURICE BARRETT  
Adviser for INSET and Art Education  
St. Saviour's Gardens  
Ilford, Essex

# The basis for black research

Sir - It is ironic that black groups are now being attacked (TES Letters July 23) with "suppression of research" and "unvetted racism" because they reject the basis of proposed research by the Swann committee into "successful black pupils".

Such charges are a bit rich coming from a teaching profession that moved swiftly to suppress the NAME/NUT report on racism among the teaching profession.

As an anti-racist teachers' organization (mainly white) our organization was also dismayed by the Mortimore research proposals. Its whole framework seemed to be wrong and potentially counter-productive. Apart from defining success in terms of CSE Grade 1s and O levels it also revealed traditional assumptions in the areas it wanted to examine.

For example, the section on individuals wanted to look at: "interests; ambitions; attitudes to school, other ethnic groups, to British Society". The family section included: "Economic status, number of siblings, parents' ambitions for their children". The other significant section included "Scouts/guides, church, youth club, family friends".

By choosing these areas the research seemed to be prefiguring its own results. One could anticipate that the final document would remain silent on the issue of children being educated in a racist society.

It would go on to suggest that black pupils from small families who have taken on the values of a middle class education system, who have high ambitions, positive attitudes to school and British society and belong to the scouts or guides would be more likely to succeed. (That is - get 5 CSE grade 1s - and not necessarily a job).

The other side of the coin of research into "successful black pupils" is the reinforcement of the general pathological view of the black family. The "successful" exception would

prove the general rule. It harks back to the individualistic accounts of working class success in education - the lauding of those talented and pushy enough to "breakthrough" from poverty to become presidents, executives, playwrights and heads of research in large education authorities.

There is another factor in all this. The black community has been researched into, often without its consent or participation, countless times and little of value has resulted. In some cases research that has resulted from black pressure has been interpreted by the researchers in such a way as to allay black fears - rather than expose racism.

Peter Mortimore's Research and Statistics Branch of the ILEA, for example, undertook a survey of the number of black pupils in units for disruptive pupils following pressure from local CREs and other pressure groups including ACE and NAME. The research results were delayed right up to the last week of the summer term - so that they got lost in the heady days of the first weeks of the summer holidays.

In addition the press release that went out with the findings refuted clearly said that the findings indicated that black pupils from small families who have taken on the values of a middle class education system, who have high ambitions, positive attitudes to school and British society and belong to the scouts or guides would be more likely to succeed. (That is - get 5 CSE grade 1s - and not necessarily a job).

Several of the other divisions had twice as many black pupils in units as would have been predicted and one nearly three times as many. In a throwaway sentence the report said this wasn't really important as it only meant two or three pupils per unit.

Perhaps only someone of Sir Keith's insensitivity could plan the removal of "unsuccessful" teachers and at the same time contemplate filling their places with exhausted administrators seeking refuge from the clamour of a lonely small room. Far better, surely, to retire "steamless" personnel, whatever their status in our schools, with properly enhanced pensions, and fill their places with some of the eager youngsters who left college this year, last year, and before that, and who may well, by now, be wondering what purpose their training has served.

R. L. GARDNER  
Head teacher  
Somerset Bridge County Primary School  
Bridgewater  
Somerset

MAJORIE SELDON  
Honorary Chairman  
The Friends of the Education Voucher Experiment in Representative Regions (FEVER)  
The Thatched Cottage  
Godden Green  
Sevenoaks  
Kent

Against block  
Sir - You quoted my words about the "superficial attractions" of an education block grant completely out of context (TES July 23).

Anyone reading your report would suppose I supported the Government's proposal. In fact, I said what I did in moving a resolution opposed to the idea of a block grant.

We know that in practice it would be used to hold down and reduce education standards since in general it has proved to be local rather than central government which has defended education expenditure.

BRYN DAVIES  
Leader  
ILEA

Vapour trails  
Sir - Pupils and teachers suffer constantly from decisions taken by elected laymen at national and local levels, whose ignorance of the real needs within the classroom is matched only by their mental and physical distance from it.

The very notion that head teachers who have "run out of steam" (TES, July 23) should return to the classroom makes nonsense of the idea that our children need teachers with the highest order, energy and patience. Exhausted pit ponies, after all, were not required to pull a brewer's dray around the Grand National course en-route to the knacker's yard.

This is why we are distrustful of what Mr Honeyford (TES Letters July 23) calls "highly trained and disinterested" researchers. It may well be that with the support of the black community, some more useful research may yet emerge from the sinking of Swann.

The revised version of the Mortimore research apart from outlining the areas we have criticized above does pose some useful questions about schools: "anti-racist policy, number of black teachers, staff attitudes on race and multi-ethnic education, black parental involvement, multi-ethnic curriculum".

This would at least look at the part schools play in producing black success or failure and perhaps point to positive measures schools can take - rather than blaming/raising the black pupil and his/her family. We'll still be left with some vexed questions: what success? What happens when 5 O levels means a job for white pupils but not for black?

Mr Honeyford has already made up his mind that "personality and family background have been shown... to be... decisively associated with attainment". What Mr Honeyford has failed to take into account is that if the current research proposal has a very tiny proportion of its content devoted to academic variables and a very large percentage devoted to family factors, then the study cannot be said to be measuring academic success.

All the research is looking at is the family characteristics of a group of black children which is a eugenic structure of academic research - a research model which we deplore.

Perhaps Dr Mortimore should go back to the drawing board and come up with a research model acceptable to both the black community and the indigenous population on *The Characteristics of Successful Schools in Areas of Large Black Populations*. This would have the effect of shifting the emphasis away from the black child and placing it where it rightly belongs, that is to say, the school.

Mr Honeyford's and Mr Krokou's dismay at the black community's objection to Dr Mortimore's research on the "Factors Contributing to Black Children's Examination Success", has highlighted, yet again, the failure of a predominantly white middle class people to understand the underlying reasons for our objections.

We welcome the spirit of the current research and feel that it is a step in the right direction. However, we

MARTI FRANCIS  
Press Officer  
All London Teachers Against Racism and Fascism  
c/o Lambeth Teachers Centre,  
Santley Street, SW4

Perhaps only someone of Sir Keith's insensitivity could plan the removal of "unsuccessful" teachers and at the same time contemplate filling their places with exhausted administrators seeking refuge from the clamour of a lonely small room. Far better, surely, to retire "steamless" personnel, whatever their status in our schools, with properly enhanced pensions, and fill their places with some of the eager youngsters who left college this year, last year, and before that, and who may well, by now, be wondering what purpose their training has served.

In a journal for administrators of organizations such as the Association of Christian Teachers an accountant recently wrote to advise us on methods of accounting. He describes the drawbacks of the "cash received" basis: "If the cash basis is adopted, the association may run the risk of not recording members who have not paid their annual dues and this may lead to a loss in revenue and, over a period, a loss in members."

This example shows how accountants think on the subject of administration. It shows a belief that accountancy is the only form of administration there

is. The thought of these principles being applied to teachers administering is - certainly - infuriating. Teachers are warned: when money is tight accountants believe they have the secret of life. That is a harmless enough delusion among consenting adults in private.

The trouble comes when public representatives believe it. No doubt Price Waterhouse will find savings well in excess of £30,000 if that is what they are paid to do. Whether they will leave the schools in working order is another matter. Accountants are not paid to do that.

RICHARD WILKINS  
General Secretary  
ACT  
130 City Road, London EC1

CHARLES HANNAM  
NORMAN STEPHENSON  
Senior Lecturers in Education  
School of Education  
Bristol University

Called to account  
Sir - I have not had the honour of teaching under the scrutiny of a chartered accountant. I suppose the reaction of teachers' unions will be branded as "defensive" or "threatened" "having something to hide".

There is normally no need for teachers to be defensive or ashamed of their work. There are easier ways of making a living; perhaps the accountants' advice on that really would be worth having.

However, it is important to appreciate the limitations of the form of assessment that the Dudley Count-

times, the  
circumstance 8 n.  
present time 121 n.

educational  
influential 178 adj.  
informative 524 adj.  
educational 534 adj.  
pedagogic 537 adj.  
scholastic 539 adj.

supplement  
increment 36 n.  
augment 36 vb.  
adjunct 40 n.  
make complete 54 vb.  
sequel 67 n.

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# Skipping the words

Barrie Wade wonders why the teaching of reading ignores the games children say



Children's culture is firmly embedded in an oral tradition: children pass traditions on to each other in language or in games which use language to structure them. The material collected by Iona and Peter Opie showed the central importance to all children of such things as truce terms, names, or even predictions based on bus ticket numbers. Their evidence of individual word usage in a given school, although the terms may vary from school to school, area to area. So in different places, children who want a temporary truce or a breather in a game may have to call *kings*, *fairights*, *exes*, *cruses*, *pax*, *creams*, *cross kings*, *barley*, or *fingers*. Frequently, the call is reinforced nonverbally by a sign such as crossing fingers to which some of the preceding terms make direct reference. We see here the way that language used by children in their peer group is naturally linked

to action. Further, as the Opies say, children's use of language reflects two apparently conflicting elements - their respect for tradition and their love of fun.

These elements can perhaps be best seen in the more extended uses of language in clapping and skipping games. The following examples were collected in a single summer day with children from one West Midlands primary school, aged 5 to 11, occupied in their games during morning, afternoon, and lunch-time breaks.

A small group of children played a forfeit game involving one jumping and landing with legs apart or cross-crossed alternately on each syllable of a verse chanted by the rest:

*The cat's got the measles  
The measles, the measles  
The cat's got the measles  
The measles got the cat.*

On the final syllable of the ironic ending, if a child lands with legs crossed, a forfeit (such as a shoe or sock taken off) is required. Such chants feature both pattern and sequence and sometimes make little narratives - as in the example of measles finally polishing off the cat.

The use of embryonic stories is more evident in the rhymes used for skipping games:

*Johnny Morgan played the organ  
Jimmy played the drum  
His sister played the tambourine  
Till father smacked her bum.*



Frequently, narrative is used to structure and guide action and in particular to provide a framework for turn-taking. The stories may have traditional themes like stitching or more modern ones like cars:

*Katie in the kitchen (one child skips)  
Doing a bit of stitching  
In comes the Bogie Man (Another child enters skipping)  
And out goes Katie. (The first skipper departs)*

*I had a little bumper car  
One child enters turning rope and skips)  
A number 48  
I took it round the corner (he jumps out and runs round one of those holding the rope)*

*And slammed on the brake. (Then re-enters the rope and finishes with legs astride the rope and stops it turning)*

Stories containing repetition, a fixed rhythm, and counting are clearly appropriate to skipping games, but those children without a rope are not at a loss. The four clapping games being played this particular day provide evidence of further uses of story.

One example hardly bears thinking of in terms of the five ages of Woman, the roles are so stereotyped. Interestingly, it was played by a girls-only group with ages ranging from six to nine.

As well as the clapping on all other lines, this story includes a mime on the last one of each verse, which is also spoken with appropriate tone and emphasis.

*When Suzie was a baby  
A baby Suzie was*

*And all she ever said to me  
Was, "goo, goo, a-goo, goo, goo" (thumb in mouth)*

*When Suzie was a schoolgirl  
A schoolgirl Suzie was  
And all she ever said to me  
Was, "Hey, Miss, I can't do this." (hand up)*

*When Suzie was a teenager  
A teenager she was  
And all she ever said to me  
Was, "Ooh, Ahh, I lost my bra  
I left my knickers in my boyfriend's car." (raised eyebrows and arms across chest)*

*When Suzie was a mother  
A mother Suzie was  
And all she ever said to me  
Was, "Hey, Fred, Get out er that bed." (wagging finger)*

*When Suzie was a granny  
A granny Suzie was  
And all she ever said to me  
Was, "Knit, Knit, a knit, knit, knit." (knitting)*

From this examination of three kinds of game, it is clear that story forms an important part of children's culture. The oral traditions are mediated as embryonic or more developed narratives, which are used to structure games. Story is therefore a natural part of children's experience, it is strongly associ-

ated with pleasure, and gives satisfaction through its capacity to shape and order.

The inventive and imaginative aspects of story are also evident both in adaptations and additions to traditional structures as well as in tag games like *Poison*. In this, the child who is it holds out her hands and the others each grab a finger or thumb and hold on to it while it makes up a story aloud. The story she tells contains the word *poison* twice in the narrative. However, at the third mention of *poison* in the story, it is allowed to tag one of the others if she can. Then that person stands in front of the rest lined up in front of him. They all shout "poison, poison, poison," run to his fingers, and the game starts again. Considerable skills can be exercised in developing a narrative, and children quickly become adept at embedding the key word naturally in their story to give them the best chance of catching an audience member unprepared.

Several points emerge from this brief examination of a small sample of the narratives children use naturally in their play. The texts of these stories are meaningful, structured, and pleasure giving. Their language is linked to action and experience and their rhythms and repetitions are those of spoken language. "Hop hop hop to the golliwog shop" from a hopping game may seem similar to "See Spot, Run, Spot, run" from a reading scheme, but the resemblance is superficial: children actually say the first; no child would say the second other than in the context of reading aloud from a scheme.

With all these advantages, it seems odd that no one I know of has exploited them in the teaching of early reading, especially in the approach using a language experience method. Perhaps this is because - despite the work of the Opies - we do not know enough about our children's actual language usage. Perhaps also we continue to rely entirely on other people to provide reading material for children even in the early stages.

Perhaps, like Paul Goodman, we have an intuition that meddling too much with oral traditions will be the kiss of death. Goodman wrote, "We do not know scientifically how children learn to speak, but almost all succeed equally well . . . if we tried to teach children to speak, by academic methods in a school-like environment, many would fail and most would stammer."

Yet it seems a pity to neglect a powerful area of experience and language use and never to make a transfusion of its life blood into the dusty routine of some teaching of reading. It seems excellent material to establish the needed links between experience, speech, and the written down word. As additional tonic material, it may provide just the required tonic for the young reader unwilling to invest too much in reading because the "reading book" seems not to relate to the real world. One young child was asked by his teacher to pass a book. "That's not a book," he said. "That's a reading book."

Barrie Wade is a lecturer at the University of Birmingham Faculty of Education. A longer version of this article is due to appear in *Children's Literature in Education* Vol 12, No 1



Caldwell Cook, an English teacher at the Perse School, Cambridge, from 1911 onwards, developed a method of teaching which has been at the root of much of the best practice in secondary schools since. He was a man with an extraordinary sympathy for boys and an understanding of how their intelligence and energies could be used in the classroom for constructive ends. He was opposed to the prevailing methods of teaching which relied upon repression followed by what he described as spoon-feeding. He knew Edmond Holmes's influential treatise on education, *What is and what might be*, and agreed with him that rote-learning and unquestioning obedience to authority were a poor basis for developing young minds. He was in no doubt about the importance of play in children's development, not only in infancy but well into early adolescence. He wrote:

*"Since the child's life under his own direction is conducted all in play, whatever we want to interest him in should be carried on in that medium, or at the very least connected with play as closely as possible."*

Beginning from this insight he developed a revolutionary way of teaching English to boys between the ages of 11 and 14 which he describes in *The Play Way: an essay in educational method*, completed in 1915 before he joined the army for four years.

For Caldwell Cook play was not simply messing about. He observed how seriously engaged in their play children are and it was this purposefulness which he built upon in the classroom. He recognized the lively and unsystematic nature of the creative process and was critical of over-systematic approaches to learning.

He rebelled against the growing power of the inspectorate who demanded that teachers should produce "a course of work, schemed, graded, and ordered in admirable shape, and thoroughly approved by His Majesty's inspector . . . But what if the child's mind does not work orderly? - which happens to be the case. What will His Majesty do then, poor thing? What if a growing mind scorns systematic progress (which also is true), and leaps back and forth over the field of study, now shining with the brilliance of a light full focused, now showing as black as the back of a lighthouse lantern. Let us have outline schemes by all means, but leave the details to the hour in which it shall be told us what we shall do."

It is one thing to understand the creative process, quite another to translate it into classroom practice. He was determined to preserve the spontaneity of pupils and to demand their active participation in work. He saw the importance of encouraging boys to talk confidently and instituted what he called "Little-man Lectures" where boys would talk on a topic of interest to them, prepared or extemporized.

This at a time when children generally sat in rows, kept quiet and listened to the teacher. What is accepted as good practice now was then unheard of in the secondary school. The boys did not find it easy but Caldwell Cook had the gift of both encouraging them and demanding a high standard. He stresses how important it is not constantly to correct and nag.

He had the same approach to the boys' writing and artwork. They were encouraged to create imaginary "Islands", to make maps, models, stories and booklets of their own. *The Play Way* is full of very practical and detailed advice about how to organize work of this kind.

It is better to cover the *Island* with some pale colour before putting in the geographical features and the people and the wonders . . . best



The liberator of children's minds and father of imaginative teaching recalled by Charles Hannam and Norman Stephenson

# Playway Cook

*of all is the use of a piece of stiff coloured paper as the sea . . . brown paper will do if it is not too dark, but the appearance of a finished *Island* on brown paper is not very lively."*

Part of his genius as a teacher was to allow himself to become immersed in the imaginative life he set free in the boys; he shared children's obsession with detail in their imaginative play. Using the invented terminology which, though it strikes us as quaint now, seems to have helped him to express his new ideas, he called the teacher a Playmaster, controlling and participating:

*"He must join in their interests in school and out of school, honestly and heartily, not with any idea of amusing the boys, but because he is of like passions with them. Some teachers are afraid that the boys may not respect them if they do not maintain an artificial dignity. Is it such a frail thing, then, the respect they inspire in their boys?"*

As one would expect, Caldwell Cook laid great emphasis on drama. Not for him the killing of the Bard by textual study and reading round the class. He was convinced that it was possible for his boys to act Shakespeare with understanding and feeling and he inspired several generations of English teachers who transformed their classrooms into theatres for the purpose: "there must be a stage of some sort, even if it is but a space clear of desks and left quite bare."

Shakespeare was drama and could only be appreciated through performance. He recognized the difficulties of Shakespearean language, which for many teachers now seem insurmountable, but he was convinced of its superiority to the Plays for Schools already available which he dismissed as "written by inexperienced schoolmasters with no dramatic power whatever."

The alternative for him, as for any creative teacher, was that the boys should make their own plays. Shakespeare set a standard and Cook encouraged his pupils to develop plays around myths, legend, historical episodes. Romance, not realism, he said should be the stuff of the boys' playmaking and *The Play Way* contains impressive evidence of the high quality of what they achieved. He instituted what he called the "Mummyery": a couple of rooms arranged and furnished as both theatre

teacher and pupils working towards a commonly agreed task and the class as much as possible treated as "a body of workers collaborating."

From the practice of democracy in the classroom Cook was inevitably led to the wider issue of politics and education. He was scornful of those who would separate the two or pretend there was no connection. He saw no reason why boys of 15 should not take an informed interest in current affairs and hold and express political views.

Despite his relatively privileged position at the Perse School (he was a man of private means who did not draw his salary when the school was in financial difficulties), he was not unaware of the contradictions in the society of the time. He argued that schools had a positive duty to include political education in the curriculum:

*"If you have observed that most of the people of England are too poor to give fair thought to anything beyond ensuring the necessities of life, is it not your business as an educator to seek out and support some plan which will ensure a fairer distribution of security and leisure? . . . Do you seriously believe that current politics has nothing to do with education, and that your duty to the State and to your fellow citizens has been creditably discharged when you have spent five or six hours a day in stuffing cube root, specific gravity, arctus obliquus, isotherms, prosody and paradigms into the unreciprocated heads of Johnny Jenkins and young Dick?"*

Such ideas must have seemed as subversive then as they commonly are now. To make connections between what goes on in classrooms and the real world is still not welcome everywhere.

Caldwell Cook's radicalism owed more to William Morris and the English socialist tradition than to Karl Marx. He was an individualist; as man and teacher a charismatic figure. All accounts of his work speak of his presence, physical as well as intellectual. His boyish enthusiasm is reminiscent of contemporary figures like Baden-Powell with his insistence on the self-reliance of young people and James Barry with his idealization of children, particularly boys. The only reference to girls in *The Play Way* is in a footnote where he states baldly "girls have no initiative".

He was teaching and writing during the years immediately preceding the First World War but his enthusiasm for the young did not lead him to share the simplistic patriotism which drove many of his contemporaries to their deaths. In the preface to *The Play Way* he describes the war he was about to enlist for as "the biggest business deal on record . . . A social revolution of some kind will be necessary in England after the declaration of peace."

Despite his upper middle-class background Caldwell Cook was not a commissioned officer but a sergeant, first in the Artists' Rifles and then the Gas Corps. Not surprisingly, he seems to have been much changed by his experiences, with some loss of his earlier vitality. He had high hopes of extending the success of his Play Way methods into a national system of education, the "Play School Republic".

But these hopes were to be frustrated and even at the Perse School a change of headmasters added to his difficulties. W. H. D. Rouse, the head who appointed him, was himself a lively teacher and classicist, modern languages, history, as well as English were taught by direct methods which engaged pupils' active participation in learning.

All good teaching requires a supportive context and Rouse had the gift of choosing and encouraging unusually gifted teachers - his successor, H. A. Wootton, was less sympathetic; of him it was said in the staff room: "Gloucestershire has its Wootton-under-Edge, we seem to have a Wootton-on-Edge."

The creative excitement of Cook's teaching seems to have diminished and after five years he retired and, it seems from the school history, drink and disillusion led to an early death. The sadness is that his influence has been much greater than he could have imagined, even if the creative approaches he pioneered are once again under attack.

Education, he believed, "should be filled with the spirit which is everywhere recognized as the character of youth, namely freshness, zeal, happiness, enthusiasm. That is our guiding principle."

Charles Hannam and Norman Stephenson both lecture at the University of Bristol School of Education.



# Talkback



## Cordon bleu

CATHERINE HUNT

When we ran a one-day intensive French course for A level pupils from local schools, during the spring term, we expected 50, but in fact 80 wanted to come.

Other classes made labels for doors, French menus, and large pictures of Tin-tin and Asterix to form a mural in the library where we would have coffee.

The head of home economics cooked a French meal, gave us a vast shopping list and laised with our fabulous dinner ladies who promised to cook a proper French meal (and wash up afterwards). We planned our activities independently of normal lessons as we had to be in the canteen for lunch before everyone else.

On *Le Jour J* (D-Day), our own sixth-formers arrived early, writing in the foyer and determined to speak only French. As other pupils arrived, they gave them a programme and asked them to choose their optional activity. At our welcoming session, the words *Bain Linguistique* were explained and pupils were told that English was banned for the whole day. We introduced staff and students and assistants and started off.

For conversation, we used a technique learned during a pastoral group tutoring course. Two people, who do not know each other, talk, finding out as much as possible about each other - work, interests, career hopes, etc, and then those two team up with two others. The four of them sit down together and each one introduces his or her first partner to the others. Each room was supervised by a member of staff who, at the end of the session, went over common mistakes like *l'élève* *trouva*.

Our optional activities included: *Cuisine* (making chocolate mousse and a drink with instructions in French); *Cloze* *écriture* (a conversation activity taken from *Le Français dans le Monde* (1974)); *Bandes Dessinées* (conversation based on games with comic strips); *Jeu de Poubelle* (conversation based on imaginary police inspection of contents of a dustbin); and *Drama* (in costume, on the stage).

These activities were followed by songs which everyone sang with great abandon and pleasure. Lunch was an enormous success. Fifth-formers served coffee in the library having been bribed by the promise of any Brics left over.

Bob Powell, of Bath University, French Department, started, in our view, with a most amusing and useful listening exercise. A conversation with two Bordeaux policemen, discussing their responsibilities, was played over and over again in short bursts. The pupils had sheets with gaps and had to fill in the gaps and it soon became apparent to them that the words that had been left out

were the "padding" words... "enfin... vous savez, effectivement; c'est une question vaste... voyons...". These are the words which they lack and which lead them to "um" and "er" alarmingly.

Soun, invited to express their opinions on a question as vast as the mediocrity of comprehensive schools, they were saying confidently: "Mais enfin, c'est une question vaste qu'on peut développer dans tous les sens. Voyons..."

We finished the day with *Jeu du Festival de Pop*, an idea taken from *Communicative Language Teaching* by William Littlewood (Cambridge University Press, 1981). I don't think we got it quite right but it was enormous fun. Two letters were distributed. One purported to come from Mick Jagger to Wiltshire County Council asking permission to hold a pop concert in the grounds of Hardesty School at Whitson. The other letter was from the county council saying that the proposal would be discussed at a public meeting in a week's time.

The pupils split into groups: police, rate-payers, local traders, fans, Stones, family living next door to the campus, local over-eighties, etc. Each group then had half-an-hour to discuss the implications for them of such a pop concert, to elect a speaker and to prepare for the public meeting. The meeting was held, a spokesman from each group expressing its views.

The meeting was chaired by the postgraduate students who had invented personalities and posts for themselves - the *sous-préfet* who was in charge of *les sous*. They listened to all speakers, including the young man who expressed the opinion that his main concern was with *les ordures*, as at the time of the proposed concert all Portaloos would be used for the Pope's visit. A vote was taken. The Stones lost.

During our summing up, which was the only session conducted in English, our pupils made suggestions. The most heartening was that they wanted to carry on for two more days, please. They had thoroughly enjoyed using French. They would have liked, perhaps, a television activity, and clearer instructions for the final activity but they'd loved it.

We, as a department, enjoyed the change. We like seeing our own pupils have the pleasure of meeting the many others in north Wiltshire who are studying French at Advanced level. We also enjoyed working together, and with Bath Education Department. We liked our assistants to meet the other assistants and we liked the way the whole school helped us. We hope other schools will follow suit so that our own pupils can get out and mix.

If anyone else is keen, we would be more than ready to send further details. It was not too expensive photocopying, postage, meals, ingredients for the mousse, lemons and a gift for our dinner ladies came to £2.20 per head.

Catherine Hunt teaches in the French department of Hardesty School, Chippenham, Wiltshire.

Profile is an umbrella term that describes a wide variety of quite different schemes for assessing experience and achievement. Most schemes can be placed on a continuum between "school centered" and "child centered".

"School centered" schemes are controlled by teachers and involve an administration for recording and assessing, standardized and criterion referenced tests, timetabling and formal curriculum considerations.

"Child centered" schemes are controlled by the pupil, require little administration, and can function without testing, formal curriculum changes and little, if any timetabling. Schools thinking of creating a profile scheme need to think very carefully about cost and teacher time involved and about the use to which it will be put.

Who is it for? Some profiles claim to be for employers and to increase a child's employability (these days?). Others are quite clearly a massive exercise in quantifying abilities and documenting curricular experiences. Others claim to evaluate the curriculum or to develop personal qualities.

All profiles claim to increase children's motivation, and assess areas not previously covered. It is increasingly accepted that schemes have to be used across the whole ability range if they are to have educational currency, and therefore have to be an educational tool instead of just a school lever certificate.

A large number of schemes contain elements from both the school and the child centered approach but place the major importance on diffe-

## Better in profile

CHRISTOPHER OWEN

rent sections of the profile. But information is usually presented under three headings: ability, personality and activities (both in and out of school).

Checklists and standardized tests are the most common method of presenting and quantifying information, and there is a long history of their use in measuring ability. But

Other schemes recognize the importance of personal and social factors but differ in recording methods, using a blend of graded personal qualities with pupil-selected contributions. The Evesham scheme neatly identifies four major areas of skill acquisition and breaks down each area into 15 specific skills, assessed by teachers. Little space is left for pupil contribution and therefore for pupil development.



personality and activities (quite obviously related), do not lend themselves to the same techniques and it is in these areas that the tools for the measurement or description of the pupil lack reliability. Lists of personal and social skills are naive and simplistic and the lists of personal

qualities raise the question of what qualities should be included on the list, and how long the list should be? The Pupils' Personal Record scheme (PPR), a development of the Swindon Record of Personal Achievement, overcomes these problems by allowing the pupil to control the content and quality of their own records. Pupils are invited to record experiences or achievements that they consider have been important or valuable including details of academic courses and qualifications, and the entries are validated by a second party, usually a teacher, youth club leader or expedition organizer. The selection of activities and experiences recorded, and their frequency, is unique to the pupil and, because it is recorded in the pupils own way reflects the ability of the pupil and the importance put upon neatness, attention to detail, graphicacy, punctuation and fluency of communication. The result is a curriculum vitae of remarkable detail.

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Christopher Owen is coordinating tutor at St Stephen-in-Brannel School, St Austell, Cornwall.

## Refresher courses

TERRY HAWKIN

I thought you might like to know that while you were teaching the other Thursday I was at the BBC in London sipping a rather chokey little white wine and nibbling a canapé or two.

The occasion was the launching of a new book about in-service training. Besides some Open University staff, there were present some HMIs, some I.e.a. advisers, some union representatives, some journalists, and some others, including a few teachers. After coffee, and then sherry, we took part in a seminar on the theme of the book.

In the course of a stimulating and challenging introduction, HMI Pauline Perry revealed that in Switzerland, for example, teachers not only have the right to anything from five to fifty days of in-service training per year, but it is also considered to be their duty and - in addition - they get paid for any qualifications it might lead to.

As far as the book was concerned, what had impressed Mrs Perry was that all the contributors were showing, in their various ways, that INSET should be - and increasingly is - a response to the needs perceived by individual teachers in individual schools, ie, it was school-focused, and often school-based. The ways in which schools were going about identifying their needs, she added, were becoming more and more sophisticated.

We mulled them over together while improving the quality of our own experience over a rather acceptable BBC buffet lunch, and it was while I was spearing a sausage with a cocktail stick I said to Mrs Perry, "If I weren't here in the BBC basement, talking and drinking and eating with all these nice people, I would be in a shabby room in an SPA school, where the resources are inadequate and the only grass grows in the cracks in the playground, and I would be trying to kindle the light of wonder and excitement about the European Community in the eyes of a deprived child whose only ambition in life, during the first months of our acquaintance, seemed to be to abuse

me loudly, and at every opportunity, and to overturn any plans I had for teaching anything to anybody, at least while she was around. "She doesn't do this any more now" - well, not quite so often - and on a good day I think she's beginning to realize she needs to behave and even do a bit of work when she's with me." (Our relationship isn't yet enduringly blissful, but we are, well, going steady.)

"Now, as I'm here in London, someone else has had to lose a free period" - what a strange term we use to describe the times when we're not in the classroom - "to look after her and her classmates, and it may well be someone who hasn't yet had the chance to let young Miss A know exactly what's what. (It does take time.) And the result may well be something you wouldn't exactly describe as an improvement in the quality of ANYBODY'S experience."

Pausing only to take another sip of white wine, and to breathe deeply (Terry Wogan was right when he complained about the over-heating in the BBC basement), I then asked my question: "How, therefore, do I justify being here today?"

That's the last of the questions I've brought back to you from London. Mrs Perry's were better, but mine seemed to belong with the others somehow.

The book's called *In-Service: The Teacher and the School*. It's an Open University Set Book, published by Kogan and Page and I can recommend it, particularly the bit by someone who's staff tutor at some comprehensive high school somewhere in south Leeds.

Terry Hawkin is staff tutor at Cockburn High School, Leeds.



# NOVELISTS IN FOCUS review

## Literature of amazement

The Prodigal Child. By David Storey. Cape £7.50. 0 224 02027 7

D H Lawrence once said teaching was very hard work. "Manual work is much more satisfying. You can see something for all your pains, you know whether you've done the job well or not..." It's perhaps not altogether absurd to say that somewhere there, in that view of things, lies the particular dilemma of the prodigal children who are the fruit of the 1970 Education Act. Unlike the effects of teaching, a poem, a novel or a painting is a visible result of the pains that produced it; but, like teaching, it is infinitely difficult to test, as to quality, appropriateness and use, as against almost any product of manual labour, where the tests are simple and usually instant. The movement in a single generation from manual to artistic labour may be - for all the qualifications such a statement demands - a movement from elementary job-satisfaction to



immensely complex job-doubt. And anyone who has been through it, and has had to bridge the two modes, may well produce work that is always revolving round, and deliberating on, this grievous hinge.

Of course, there's much more to it than that, and looking back over David Storey's work, one sees how very much more he has added. But his work belongs, I believe, to what might be called the literature of educational amazement. He actually has written some of the funniest classroom scenes in modern literature: in this new novel, for example, also in the novel with which he won the Booker Prize, *Saville*. It seems likely that for him the actual agents of the hinge, and I mean those who lifted him out of one world and deposited him in another, were grammar schoolmasters with acid tongues. Did he partly take his gift for dialogue from them? In many of the plays, the cut and thrust between characters has a classroom quality about it. It may be the non-conforming son of a miner and his conforming brother, as in *In Celebration*, but it sounds like any eloquently bitter teacher faced with any miserably evasive schoolchildren. He has (for example in novels like *Pasmore* and *Temporary Life*) recorded the revulsion of the brilliant against educated status in what might be vivid illustrations of the thesis of Jackson and Marsden's *Education and the Working Class*. He has celebrated sport, as in *This Sporting Life* and his play *The Changing Room*, as, in part, an alternative attempt at visible and unarguable achievement - a way of knowing whether or not you have done well.

There has always been, somewhere in all his important characters, the drive that appears baldly (this being a most bald novel) in Bryan, in *The Prodigal Child*. For Bryan, artistically gifted, doing well is not enough. He wants "to be well-known for something that no one else could do". Otherwise, "I don't think there's much point in living." He's the child of a farm labourer who has difficulty in steering clear of the happiness of getting drunk, and an anxious mother. The early pages of the novel are concerned with the first stumbling steps of their marriage; and here the baldness seems to be the beautiful. Storey appears to have set himself the aim of never writing outside the sensibilities of his characters. But this remains the myth when Bryan is taken under the wing of a childless woman, half fairy godmother, half mistress; and then it creates, for whole chapters, an effect that at times seems one of false naivety, at times some thin evocation of the comedy of the banal. One knows what polysyllabic Storey can write from the commonplace and the platitudinous, but as *Home* requires exceptional actions, so perhaps the manner of *The Prodigal Child* requires exceptional readers.

A story strangely told, a snatch of a novel through a mist that at the end becomes almost total fog. I suspect it's the armature for the more solid city of a novel to come.

Edward Blisden

The Dean's Daughter. By Saul Bellow. Secker & Warburg £7.95. 0 436 03952 4. Quest For the Human: An Exploration of Saul Bellow's Fiction. By Eusebio L. Rodrigues. Bucknell University Press £15.00. 0 8387 2368 3.

Saul Bellow, undeniably one of the most important writers of our time, is also one of the most difficult. All his nine novels, including the short *Seize the Day*, are so densely packed with complex and varying relationships, and his protagonists are so pressurized by both public and private events, that the reader has to pick his way slowly through the crowded pages and be prepared to work hard. Yet in all this profusion, typified by the cities of New York and Chicago, which provide the setting for most of Bellow's work, there is a hidden order which permeates the whole novel once it is perceived. In part it arises from the compulsion shared by all his characters to try to make sense of the human condition by leaving space for a divine or supernatural dimension, although this is never over-stressed. Bellow himself has defined the novelist's task as one of proceeding from disorder and disharmony "toward order by an unknown process of the imagination", which he believes has something to do with creating "stillness in the midst of chaos".

In his latest novel, *The Dean's Daughter*,

If on a winter's night a traveller. By Italo Calvino. Picador £2.50. 0 330 2671590. Italian Folktales. By Italo Calvino. Penguin £6.95. 0 14 00 6235 1.

The Imaginary Library is a crucial symbol of contemporary literature. The excavations of Eliot and Pound pre-empted the very idea of "tradition", and post-modern writers have been compelled to people their literary past and stock their shelves with imaginary authors, unwritten books. Under the tutelage of the old, half-blind librarian, Jorge Luis Borges, "Pierre Menard" rewrote *Don Quixote*, word for word, and with his own name on the title page. Richard Brautigan's library in *The Abolition* is stocked with all the unreadable, incredible products of a society gone mad with print. In his extraordinary *If on a winter's night a traveller*, Italo Calvino outdoes even the poet Fernando Pessoa (who developed three distinct pseudonyms and four quite separate poetic personalities) by providing the opening chapters to ten different novels, each by a different author, all interleaved with instructions on how to read the book, speculations on authorship and forgery, and a compelling detective/love story that brings the whole incredible thing together.

The range of concerns and styles, the commanding tone and the grasp of very different and difficult conceptions of what fiction actual-

Pinball. By Jerzy Kosinski. Michael Joseph £7.95. 0 7181 2133 3. Paperback £4.95.

Arthur Miller has said of Jerzy Kosinski's first novel, *The Painted Bird*, that "its surrealistic quality... is a powerful blow on the mind because it is so carefully kept within the margins of probability and fact. To me, the Nazi experience is the key one of this century... they merely carried to the final extreme what otherwise lies within so-called normal social existence and normal man. You have made the normality of it all apparent, and this is a very important and difficult thing to have done."

In using the word "surrealistic" Miller was reaching for some word which could accurately describe the strangeness of a novel which sets out to convey the sensibility and experiences of a six year old boy travelling through Europe amid the terrors of the Second World War. A violent and in many ways shocking novel, it set the tone for the books which have followed over the last 17 years.

Kosinski's style - flat, unemotional, detached - seems the embodiment of Zola's conviction that the writer should be as cold as a vivisectionist at a lecture. His obsessive themes - the calculated violation of the human mind, body and spirit, the apparent need of his characters to resist incorporation in the plot of the state or even other people's fictions - is repeated in novel after novel, from *Steps* (1968), *The Devil Tree* (1973) and *Cockpit* (1975) through to *Passion Play* (1979) to *Pinball* (1982). And this fact, together with the clinical account of sexuality and violence, which

## Mutual tensions

the aging Albert Corde, a professor of journalism, is beset by the decaying and disrupting cities of Bucharest (where he is staying with his astronomer wife, while his mother-in-law is dying) and his home town of Chicago, about which he has recently written a forthright and severely critical series of articles for *Harper's Bazaar*; and where his unpleasant and anti-social nephew has drawn him into a personal involvement with the underworld. For him the awful domed depths of the Romanian crematorium, and the platform of the great American telescope become icons for the stillness of death and infinity. Yet looking at the stars with his wife, he notes that "This Mount Palomar coldness was not to be compared to the cold of the death house. Here the living heavens looked as if they would take you in... The sky was tense with stars, but not so tense as he was, in his breast. Everything overhead was in equilibrium, kept in place by mutual tensions. What was it that his tensions kept in place?"

In his recent exploration of Saul Bellow's fiction, written before the publication of *The Dean's Daughter*, Eusebio L. Rodrigues has



tried to answer that question as it might have been applied to any of the protagonists of the preceding novels. As he sees it, all Bellow's main characters from the 28 year-old Joseph, the diarist/narrator of *The Dangling Man* (1944) to the middle-aged Charles Citrine of *Humboldt's Gift* (1975) are struggling to realize their humanity as individuals, constantly aware of both their immediate physical circumstances and "the immortal longings of the human spirit". After *The Dean's Daughter*, in which Corde is freed from all the philosophic influences from Hobbes to Rudolf Steiner by whom Bellow's previous main characters have been guided, the quest must enter a new dimension.

Shirley Toulson

## Imaginary library



ly is: all these are recognisably "Calvino".

Born in Cuba in 1923, Italo Calvino was brought up in Italy and continues to live and work there. The range of his abilities has been prodigious. For a time, he helped edit the short-lived but influential *Twentieth Century Studies*, published from the University of Kent. In addition to his own literary work and editorial work for the Turin-based company Giulio Einaudi Editore he has written libretti for Mozart's unfinished *Zaide* and for fellow-Ligurian Luciano Berio's *La Vera Storia*.

The distance from the formal expressive grace of Mozart to the experimentation of the influential modernist, now Juillard Professor of Music at New York, is not noticeable in the writing too. *Invisible Cities*, arguably Calvino's

most accomplished work and one worthy of Borges, follows the mechanical and arid *Castle of Crossed Destinies*, a series of linked tales centring on Oedipus, Parsifal, Faust and Hamlet, and on the turns of a Tarot pack. There is little of this flouting of literary scholarship in *Invisible Cities* if on a winter's night a traveller. At the other extreme *Cosmicomics* and *I zero* seem too determinedly self-sufficient, divorced from literary history and dependent on philosophical speculations about fiction.

Calvino seems much more successful when he delves into the middle ground of folk-tale and legend. *Invisible Cities* is recognisably of that strain; more obviously still, in *Our Ancestors*, a collection of three novels, and in the recently translated *Italian Folktales*. Calvino follows Robert Coover into the springs of primitive narrative, reinventing the popular stories of his native country and avoiding the sterility of dogmatic post-modernism.

The idea of "literary" tradition can blind us to the existence of a living narrative tradition. Like Coover and Barth, both extremely "literary" writers, Calvino has learned the value of simplicity. Combined with his formidable literary and philosophical intellect, this promises a great deal. Calvino's place in the Imaginary Library is assured, though his precise classification remains tantalisingly uncertain.

Brian Morton

## Coercive plots



he offers, has led a number of critics to reject him as a writer who violates what they regard as the implied moral contract of literature.

In some crucial sense Kosinski's characters are not there. In his most recent novel, *Pinball*, he includes a quotation from James Joyce: "I am the boy that can enjoy invisibility" and his protagonists do tend to disguise themselves, sometimes quite literally, wearing wigs, distorting their voices and so on. But they virtually all do so in another sense in so far as they tend to live isolated existences, showing to the world only carefully sculpted personalities. They invent themselves and devise very elaborate plots in which they draw other people. And though this element of calculation contributes to that chilling note of moral withdrawal which alarms some critics, it is equally clear that this is a desperate stratagem on their part - a means of resisting the role offered to them by other people or by the state. So obsessive is this theme, indeed, that it is difficult not to see Kosinski's work in the light of his early life in Poland.

He spent the first 24 years of his life there, losing most of his family to concentration camps. When he was eight years old a particularly violent shock literally reduced him to silence and he was dumb until his mid teens. Perhaps this explains something of his compulsive fascination with language, his sense of

viewing words from the outside as though they were objects; this, and the experience of writing in a language which was not the one which had shaped and defined the experiences of his youth. He grew up in a totalitarian and bureaucratic state which enforced its own fictions rigorously, seeing the individual as a pure product of history. Indeed he once remarked that Stalin was the greatest novelist of our age in that he could actually coerce people into inhabiting his novel - the Soviet Union. The only escape was to invent your own fiction. And that is what he did. He escaped from Poland by inventing four senior bureaucrats who would write letters supporting his application for an exit permit.

His novels are in a sense an extension of that process. His characters resist society's plot by inventing their own. His work thus has two dominant and complementary themes. It is an account of the impulse to create coercive plots which threaten the integrity of the self; but it is equally a celebration of the resistant imagination.

Christopher Bigsby

# Definites, possibles, browsers

**Impulse Buying of Books.** Published by the Book Marketing Council division of the Publishers Association. £10.00. 0 85386 075 0. Available from BMC, 19 Bedford Square, London WC1B 3HU.

It was George Steiner who said: "I go into a bookshop for the book I didn't know I wanted." It seems that the Book Marketing Council (a division of the Publishers Association) and the Booksellers Association were not satisfied with Professor Steiner's dictum. In current terms, the scenario demanded a survey. That survey, called *Impulse Buying of Books*, has been done; and now we know a lot more about you and me and the way we buy, or fail to buy, books.

The research, which to my unsociological eye seems immaculate and authoritative, was carried out by selecting 40 bookshops, 20 branches of W H Smith and some 2,500 people entering and leaving those shops. While I bridle whenever stopped in the street by interviewers and demand a fee if I am to supply the "expert" answers they want, all these good people answered 29 questions as they were about to enter the shop; and a further 16 (or so) when they left it. The key factor here is that when they were stopped the first time round, they were not told there was a second go coming.

This survey follows one made in 1980 by the same sponsors and researchers, since when they estimate that volume book purchases have declined by 10 per cent. In the earlier survey 15 per cent owned up to impulse purchases; in the new one, 16 per cent. Those questioned were divided into Definites (or knowing exactly what you want before you go through the shop door); Possibles (or wanting "an Agatha Christie" or "a

book on growing roses"); and Browsers (having no book in mind but coming in to look round, buy something else - like a birthday card - or keep out of the rain). Any purchase from any of these groups that had not been pre-planned was labelled an "impulse" buy.

So much trouble and so many questions should produce a lot of data. It has. So, for instance, we now know that one in seven of those entering a bookshop will make an impulse purchase, two out of five being men, three out of five women. Seventy-two per cent of all such purchases will be in paperback; 30 per cent are likely to be the only copy on display. Thirty per cent, too, bought because they "liked the look of the book" rather than because of advertisements, reviews, television programmes and other promotional devices.

In general the survey wears an air of surprise at what it discovered, though the shop managers, also interviewed, guessed at some of the percentages with reasonable accuracy (it is, though, fair to add that they may have seen the results of the 1980 survey). Window display, we are told, only accounted for 1 per cent of the reasons for impulse purchase. I must confess to no surprise at this at all: I had always understood that the window's job was to halt passers-by in their tracks and lure them into the shop.

The survey also found that there was not a great deal of shop loyalty. The bigger the bookbuyer the more he or she was likely to use a number of shops. Now this one poses a dilemma for me. I have been associated with half a dozen different bookshops over a span of 30 years. In every case customer loyalty has been extraordinary. Many customers are actually shy or embarrassed to

admit that they bought a book elsewhere and will offer far-fetched excuses. So I left to conclude that either my experience is quite exceptional; or I have interpreted it wrongly. Or again, if this isn't hers, that surveys are not always right.

This little doubt begins a slightly bigger worry. The next bout of answers tells me that of those making an impulse purchase: 5 per cent had read a review 4 per cent had seen something televised 3 per cent had seen the author on television 1 per cent had seen it advertised 1 per cent been recommended by the shop

Were all the answers one hundred per cent true? In my experience if you ask an applicant for a job, a stranger on a train or a dinner table acquaintance what they've read recently, the answer will often be adjusted to put its giver in a rosy light. Enough said about doubt, for most of the survey is provable, interesting and full of tips for those concerned with persuading the young to read. For there is no reason to think that the motives that lead grown-ups to parting with their money don't in the main apply to children too. What matters, then, if these impulses are to be given a chance to come into play, is to get the child into the bookshop in the first place.

That, of course, is no mean task. But perhaps now that the Book Marketing Council and the Booksellers Association have found out how many and what sales are lost (1980) and what motivates the impulse buyer (1982), they can turn their attention to how to get more people into bookshops in the first place.

Martyn Goff

**Danton's Death.** National (Olivier) Theatre. All's Well That Ends Well. Barbican Theatre. The Tempest. Theatre Set-Up. Beowulf. Lyric Theatre. Hammersmith. Insignificance. Royal Court Theatre. Windy City. Victoria Palace Theatre.

*Danton's Death* would have Goering reaching for his revolver: it is Kultur with a capital K. Written in 1835, "rediscovered" and performed in 1902, it is one of two and a half plays which have established Büchner as one of Germany's greatest dramatists. He died in 1837, aged 23 years 4 months, "youngest of immortals" (as the programme states). On this showing he appears to be over-sold.

The play was written secretly in five weeks. It is clearly the work of a young man, inexperienced in playwriting, deeply influenced by Shakespeare. Its romantic passion for freedom and its pessimistic view of society has found a ready response in our century. Its episodic political documentary form presages the work of Brecht, Weiss, Hochhuth. Set in the French Revolution, during the "Reign of Terror", it pits the libertine Danton against the "seagreen Incorruptible" Robespierre, free Spirit against bureaucrat. Robespierre triumphs over Danton, the people's favourite, and the common people's lot remains what it always was: poverty under tyranny. It is a bleak history of high-minded enterprise gone wrong, one that has been paralleled within living memory in Russia, China, Iran. *Danton's Death*, therefore, is not irrelevant theatre. Its gloomy central thesis, a variant of Lord Acton's on the corruptive nature of absolute power, is spot on for our times. The pity is, it is bad theatre.

Covering too vast a canvas, it attempts too much. Human complexity is reduced to symbolic argument. In a huge cast groups act vox populi while individual actors speakily in-terminally on the nature of freedom, love, life, death, eternity, God. The closing moments come dangerously near risibility as each character lines up to spout. Just as one thinks that the play has at last ended, on comes mad Ophelia/Lucille, then soldiers, then Robespierre. In Peter Gill's

production the play fizzles out leaving the audience uncertain when to applaud. Gill has been praised for turning the Olivier into the assembly into the play. Reinhardt did it 40 years ago. For all his undoubted directorial skills, and the adaptability of Alison Gill's excellent stage design, Chitt's manifestly second-hand company makes *Danton's Death* heavy going. Whatever the theatre should be, it must not be boring.

Boring, alas, is Theatre Set-Up's production of *The Tempest*. Chitt's neo-classical temple format an unlikely background to its "Celtic style costumes and music", and classical ballet steps were out of time to the play which found *Druidical* meanings in the OS of Prospero and the clowns free-licence to fish lightning from Arthur Askey/Caine. *Windy City* manages to make a superlatively funny play (*The Front Page*) a boring musical. The one-line jokes are dragged-out to extinction; each "song" stops the action stone-dead. The actors are good. Carl Toms' design-grand; the pace is petrifying; the show empty. Julia Glover's solo recital of *Bonafide* generates more theatrical excitement. Helped by Dave Horn's atmospheric lighting, the saga is thrillingly told, especially when Glover slips into the alliterative cadences of the original - recreating a past Dark Age.

The heart of a future Dark Age lies at the heart of Terry Johnson's *Insignificance* in which character approximating to Einstein, Searle McCarthy, Marilyn Monroe, Joe Di Maggio act out their symbolic roles. All is insignificant faced with nuclear destruction. Splendidly acted, very entertaining, the play fits interestingly with notions of relativity but ultimately says nothing. What can not be said of *All's Well That Ends Well*, brilliantly directed by Terry Hands in an Edwardian setting by John Gunter. Peggy Ashcroft and the Countess superbly and the rest of the company follows suit. Plain Harriet Walker becomes beautiful Helen by power of acting. *All's Well* is enchanting; the RSC at its best.

John James

## A Liverpooldian habit

**In His Own Write.** By John Lennon and Victor Spinetti. No. One Was Saved. By Howard Barker. Wolsey Youth Theatre, Ipswich.

John Lennon insisted that his word-games (out of Mrs Malaprop, by James Joyce) were nothing out of the ordinary just a Liverpooldian habit. But he had a gift for more often than not finding precisely the right wrong word and arriving at a satisfyingly bathetic image: people who take heroin and odium sound as if they should be Olivier to the world and have nervous breakdowns. As the brain struggles to accommodate the rogue word(s), we're briefly given a child's eye (or rather ear) on the world. The technique has some punch when applied to the "mysterious" of church or theatre: compare *Beyond the Fringe's* literary Shakespearean send-up (O saucy Worcester etc) with Lennon's crackable and bewildering nonsense. In *In His Own Write* is a well-integrated, energetic show; with "Mo" (the personable Daren Rapley) surrounded by a singing and dancing, bejewelled and T-shirted gang of which instant individual characterizations erupt. Particularly enjoyable is the quick-fire "Adventures of Shamrock Wombles", enlivened by the provocative Mary Atkins of Emma Jackson and Kevin Davey's Jack the Nipper. Good word too from Beth Tuck Hamilton and the ubiquitous Kate

Punning of a different kind is the evidence in Howard Barker's "Eleanor Rigby" - inspired play, a conceit not only on the Beatles song, but on Edward Bond's "Saved".

This relentless saga (baby stoned, mother dying, etc etc) of the disintegration of Eleanor, helped on her way by a parasitic love-and-vengeance by a parasitic love-and-vengeance Lennon manipulating her life (and suicide) into a song, was a brave choice for a youth theatre and, Wolsey almost succeeded in bringing it off.

It is only in the light of Barker's later style that we can see how the play might be made to work. It was a product of the fascination with inarticulate, passive victims (now the province of the television film) and seems to invite a naturalistic treatment. However, Barker subsequently solved the problem of expressing what doesn't usually get expressed by moving far from naturalism to concocting his characters a garbled concoction, only momentarily hinted at in the more flamboyant performance style (and certainly less nature-shifting) might just be the answer.

Moira Chestnut charred Eleanor's misery, absorbing tragedy after tragedy, and admirably resisted: temptation to react to any of it. Graham Hubbard's trendy, persecuting Eleanor with well-timed, Christian charity, was poised and subtle performance.

Jill Burrows



Peter Seddon 'Highland Clearance Drawing', 1982.

A far from purist modern artist, Chaim Soutine, is also on show at the Hayward. Always attached to the preferring to paint nature in a state of decomposition rather than in those moments of most vigorous growth. His instability can be deduced from the earliest First World War still-lives, where objects lit at precarious angles and suggest considerable transference of emotion to inanimate things.

Running through his more mature and usually turbulent work is a Baroque zig-zagging or writhing diagonal which, coupled with his virtuoso manipulation of the thickly impasted paint, is at once exciting and depressing. As with so many other artists, the organic composition and decomposition of the paint is a metaphor for those forces in nature that the artist found so obsessively real.

Michael Clarke

## New figurations

**Hayward Annual 1982: British Drawing.** Until August 30. Chaim Soutine. Until August 22. Both at the Hayward Gallery, London.

Perfectly timed to overlap with the twentieth century work on show at the British Museum, this year's Hayward Annual is also devoted to drawing: contemporary British examples sent in for this first ever open submission. Despite some notable absences it is about as representative as in so ill-defined and inclusive a field as anyone could reasonably expect.

From the precisely descriptive and diagrammatic to the autobiographically free, there are many pieces that could be hanging in the Summer Show at the Royal Academy, and now that August institution and the practitioners of recent trends have come close to shaking hands this is not such a bad thing.

Whether we call it the New Spirit or, more modestly, the new figuration, the most striking feature of this exhibition is the proliferation of recognizable (if not always intelligible) imagery derived from an enormous variety of sources. There may be very few still-lives and not many more landscapes as such, but the range of subjects included from the socially directed to the fictionally removed is bewilderingly wide. It is many years since drawing occupied so central a position. Hardly anywhere in this very large exhibition is there evidence of conservative obedience to academic rules. The results are a purist event-garble may be rejected but the experience of modern art is not.

### Among this week's contributors:

Brian Alderson is Children's Books Editor of *The Times*. W V G Balchin is Emeritus Professor of Geography, University of Swansea, and Chairman of the Education Committee of the Royal Geographical Society. G W E Bagby is reader in English and

American Studies at the University of East Anglia; his book *A Critical Introduction to Twentieth Century American Drama* has just been published by Cambridge University Press. Edward Blodgett's latest autobiographical work, *Lizak Pye*, has just been pub-

lished by Harvill Hamilton. David Bridges lectures at Homerton College, Cambridge. Martyn Goff is director of the National Book League. John James is head of drama at the City Literary Institute.

## Literary competition

Competition No 29. Report by Scyllia.

You were asked to write a ditty on a person and a place on the lines of Doctor Foster went to Gloucester. You didn't know who Dr Foster was, nor why he went to Gloucester. Nothing much happened to him. Did he get a cold after his visit, or a chill? Was the reason for his non-return that he didn't like getting his feet wet, or - because he was as dead as an expired parrot? (A disturbing thought has just struck me: there may be learned words explaining all this but I'd prefer not to know.) What disappointed me about many of your Doctor Fosters was that they to the play which found *Druidical* meanings in the OS of Prospero and the clowns free-licence to fish lightning from Arthur Askey/Caine. *Windy City* manages to make a superlatively funny play (*The Front Page*) a boring musical. The one-line jokes are dragged-out to extinction; each "song" stops the action stone-dead. The actors are good. Carl Toms' design-grand; the pace is petrifying; the show empty. Julia Glover's solo recital of *Bonafide* generates more theatrical excitement. Helped by Dave Horn's atmospheric lighting, the saga is thrillingly told, especially when Glover slips into the alliterative cadences of the original - recreating a past Dark Age.

Mr Lester Taught in Chester Pupils a trifle too slow: When he angrily snifted, "Just follow my drift!" They buried him deep in the snow. P W R Foot

Mr Yarborough went to Scarborough To bathe and play some bridge; But found the sea a bare degree Above that in his fridge. Then, great dismay as fellow players Proved every one a duffer, "It's plain to see, who plans a He sighed, "is bound to suffer!" Jonathan Fernalde

Dr Gallup Went up to Salop, To gather folk's opinions, But on Wenlock's edge, The lads threw veg At all his searching minions. Maud Gracechurch

Mr Pfister Went to Bicester To buy an old world kitchen: But earthenware For ethnic fare Is not what Bicester's rich in. He had the bucks to buy de luxe But spat at their spit-roaster: "I have the bread," he boldly said, They told him: "Try at Towcester." Bill Greenwell

Young Cyril Burt was seen in Churt, With papers he was sighted. He gave one test, then faked the rest And for his pains got knighted. Phillip Carradice

Went to Weston To ride on a donkey there. The only beach donkey Was ancient and wonky And he found a Super Mare. Joan Evans

## Practical pop

*Pop, Rock and Ethnic Music in School.* Edited by Graham Vallamy and Ed Lee. Cambridge University Press £9.50. 0 521 23341 0. £4.75. 0 521 29927 6.

Vallamy and Lee are well-known advocates of the use of popular music in education. The present symposium is a natural and compelling extension of their recently reissued *Pop music in School* (CUP, 1980). Only one author, Piers Spencer, is common to both, and the current volume extends the scope of the work in almost every possible direction. The editors, whose valuable contributions of no less than 13 other authors, are at pains to stress the wider implications of working with the pop/rock/folk idioms in schools - a particular need to avoid relegating such music on the basis of their narrow, classical-conservative tastes. Unlike their previous offering which, when it was first issued, had something of a "manifesto" quality ("This is how it should be"), *Pop, Rock and Ethnic Music in School* is very much theory and practice ("this is how it is"). Four parts cover classroom work, aspects of technique (piano, guitars and voice), ethnic musical styles (West Indian music, African drumming, North Indian music and Balinese music) and a prospect labelled: "Alternatives" which describes the important work of the Central London Youth Project Music Workshop at the Basement Youth Club in Covent Garden.

Several chapters are edited, transcending national disagreements. But the one that is both convincing and inspiring enough to recommend itself as a "practical" book in its approach to classroom work and the technique of popular music, my only recommendation is that the editor's commitment is not sufficient: getting to know and like the music is very important. The editor is to what: one contributor asks: "Is this for the teacher, or for the practitioner and play the music preferably with others?"

Andrew Peggie

Mrs Stanley, Went to Hanley, On a showery day, While standing there, She became aware, That her feet were made of clay. Hazel Stanley

Filthy Fosco Went to Moscow Where he was least expected. The Politburo Flew to Truro And one and all defected. Paul Griffin

Isabel Franklin Rowed her boat into Shanklin On a wet and stormy day. In her very best Hindi She said, "Pity it's windy: I hope I'm not far from Bombay." Arthur Fox

Competition No 30. Set by Charybdis

The up-dating of the OED continues, if not apace, at least steadily. When it does eventually appear, the new edition will embody thousands of additional words and usages. Please anticipate a further revision, carried out around the year 2100, and provide definitions of words that the events/inventions/discoveries/manufactures/customs etc of the next hundred years will require us and our descendants to coin. Remember that OED definitions include illustrative quotations of the word as actually used. (100-word maximum for any specific word (you may need far fewer), but please have as many shots as you like. Closing date: August 18.

## Radio

### Poor Marilyn?

Reflections of Marilyn Monroe Radio 2, Thursday, August 5.

Poor Marilyn, is all they ever say. Poor Marilyn the victim, Marilyn who was vulnerable, Marilyn who was sweet and sexy, Marilyn who was eaten up by the system, Marilyn who was destroyed by her own myth. This is all very well except for the uncomfortable feeling that they are sort of enjoying themselves. They like the vulnerability and the suicide may even have improved on it. The horrible death of a beautiful young woman is the substance of a very great deal of myth and fantasy, after all. Maybe when I say "they" like it, I mean "we".

The radio tribute added nothing to what we already know. It was thorough and reverential so presumably which, when it was first issued, had something of a "manifesto" quality ("This is how it should be"), *Pop, Rock and Ethnic Music in School* is very much theory and practice ("this is how it is"). Four parts cover classroom work, aspects of technique (piano, guitars and voice), ethnic musical styles (West Indian music, African drumming, North Indian music and Balinese music) and a prospect labelled: "Alternatives" which describes the important work of the Central London Youth Project Music Workshop at the Basement Youth Club in Covent Garden.

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Andrew Peggie



Marilyn Monroe

nized at once the "incandescent quality" that could "light up the sky", as they might. "She was a combination", after all, "of Greta Garbo and Charlie Chaplin... beautiful beyond compare, touching and funny." One wonders in this case how it took seven years before *Gentlemen Prefer Blondes*, success, stardom and disaster.

Like so many Hollywood tributes this one was fascinated with material success, with games and money, and with the system's determination that the star shall suffer. In this context, even the pill-taking becomes glamorous. Most of the speakers were movie folk and there was almost nothing about her adult relationships, her marriages, interests or tastes.

If Marilyn was a young woman put into the labyrinth to be sacrificed to the minor, maybe it's time to ask why that situation is still so revered, so rehashed. Some people believe that the overdose was a mistake, others say that she was murdered by the CIA. The public prefers the tragic suicide. What could have happened to her when she got old? What did we always do with princesses or goddesses? So many years after the Greeks, we'll like a nice sacrifice. Frances Farrer

## Rapid disillusionment

The Promised Land. BBC 2 Thursdays July 22 to August 12

Anyone who saw the first programme in *The Promised Land* would not have been surprised that last week's legal case about the private school, the Sikh and the turban, concerned Birmingham.

Many of the crassest rationalizations for racial discrimination shown in the fifties television and newsreel clips seemed to originate there. Who could forget Alderman Bowen, a caricature of a local politician, explaining in his best posh voice that it wasn't that the city operated a colour bar, rather it was a matter of housing? Though even this memorable piece of television was bettered by the NUR man claiming that they refused to accept blacks because they were too slow. If it was not so shameful, it would have been very funny.

*The Promised Land* is a series of four 50-minute programmes about British immigrants and their experiences, that started life as an Open University 10-partter made in the aftermath of the riots. The result is an uneasy mixture of the frequently informative, occasionally irrelevant, and at times irritatingly didactic. But with such a controversial subject perhaps this is the best that could be hoped for.

By far the most successful was the first - let's hope some schools caught it on video before the end of term. It tells the story of the first arrival of West Indian and to a lesser extent Asian immigrants in the post-war period, and of the rapid disillusionment of those who had served in the forces during the war under the impression they were all part of a common cause.

What is surprising, even to those who lived through this time, is quite how blatant the discrimination was. (at official level apparently encouraged by the Labour Party and some trade unions). But to dismiss as "myth" the fears of those trade unionists that immigrants would undercut their wages, is only one of several worrying over-simplifications that make up the series' hidden thesis. Economic historians have years of debating ahead of them over the net benefits and disadvantages to the British economy of using immigrants to fill its labour shortages. Would the National Health Service and London Transport have collapsed without

them? Or would they have been forced to offer better wages to nurses and ancillaries, to drivers and guards - or modernize and abolish restrictive practices?

More worrying is the series' unchallenged assertion that any discussion of immigration control is simply the open prejudice of the past in new form - reminiscent of the Zionist argument that any criticism of Israel is simply disguised anti-semitism. The second programme, about Italian farmers from a single town who came to work in the Bedford brickworks, was a useful reminder that immigration and colour are not synonymous. The very fact that the Italians believe they are not conspicuous was part of the problem, the programme suggested. Superficially all was well. They work hard, mix with the locals, but maintain many aspects of traditional Italian life. But all sorts of questions about loyalty, and their relationship with their home town, remain unresolved.

Unfortunately the series ends on an unsatisfactory note. Next week's programme is a rambling, poorly presented look at the Sikh community in Britain and their origins in the Punjab. Trying to draw a flimsy parallel between a British massacre in 1919 and modern British official attitudes to Indian immigrants, the programme follows the presenter to the Sikh's holy city and permits him some of the most banal philosophizing seen on television for many years. Heaven help any poor OU student who was marked on it.

Among the worst damage Enoch Powell did to race questions in this country was to make the subject too hot to handle in the normal way. In order to exclude the National Front and other unpleasantness, the debate inevitably gets restricted to a fairly narrow liberal middle-ground.

London Weekend Television's usually excellent series *Skin* has shown a different way of tackling the subject, though this suffers from a minority slot and a minority mentality. Its success stems from the fact that it gives information the indigenous population do not already know.

*The Promised Land* also did this particularly where it set events in their historical background. In spite of its faults, it was certainly worth rescuing from the OU, and it is to be hoped that other OU output can expect the same treatment.

Phillip Venning

## Precisely observed kitsch

Glitterballs. Bubble Theatre.

Bubble Theatre must be one of the best reasons for staying in London during the summer. Their yellow plastic tent, after 10 years of touring a familiar sight in the parks and greens of Greater London, houses one of the liveliest and most versatile fringe companies around. Taking plays to the people is one thing, heaps of groups do that at the drop of a grant; touring the kind of high-gloss entertainment that Bubble provides is quite, quite another.

This season's productions say it all. Ranging from *The Tuning of the Shrew* all the way to the high-camp Glitterballs, they share a classy professionalism and the determination that the audience must be entertained at all costs.

In *Glitterballs* it takes two heavies

on the door to ensure this. But then *Glitterballs* is the life and career of Kray twins. Not much to laugh at there perhaps - except that it's all set in a rather tatty nightclub, at Ronnie and Reggie's Glitter Ball in London, and the evening itself is no more than a succession of nightclub songs, tricks, sketches and monologues. It's precisely observed sixties suburban kitsch beginning to end; gold lame dresses and Golders Green glamour. Good fun most certainly but laced with a lethal seriousness; even with oh-so-smooth Reggie at his oily smoothest I couldn't forget those boueers behind me.

Catch them while you can. Bubble's current season ends on August 28. Before that they will be at Lamp Garden, Hounslow (August 10-14), Island Gardens, Tower Hamlets (August 17-21) and Selbourne Park, Waltham Forest (August 24-28).

Hugh David

## Celluloids

International Film Encyclopedia. By Ephraim Katz. Macmillan £7.95. 0 333 31645 2.

The international film world is so vast that any attempt to embrace it in one volume is an impossible task. Leslie Halliwell's quick reference book aimed to be the first comprehensive filmgoer's guide, and it is still a very good buy. Ephraim Katz's *Film Encyclopedia* has the same broad aim but its size allows more

space for detail and a wider frame of reference. Neither of these books wastes space (as does the *Oxford Companion to Film*) by the inclusion of photographs. The main disadvantage of Katz's book is that films are not alphabetically listed. A knowledge of producers is necessary in order to track them down. It is the biographies, written in great depth, which are its most satisfying feature.

Betty Tadman

books

For the record

A Review of Research in Teacher Education. By E. C. Wragg. NFER-Nelson £3.95. 0 85633 247 X.

Professor Wragg has provided a useful service in producing an extensive bibliography and a review of research into teacher education in a compact volume and at a reasonable price. He has done a lot of ground-work for would-be writers of dissertations and spared many others, who simply feel they ought to keep in touch with what is going on in this area, some pretty deadly reading. I am glad for example that I did not have to search out and read for myself the worthy investigations which demonstrated that students at the University of Queensland tended to prefer to be nearer populated areas or the coast for their first appointment; that PE students appear to be 'mesomorphic stable extravert (sic) with driving aggressive social responses and authoritarian attitudes'; or that in Uttar Pradesh 'to decrease the professional attitude scores during the training phase in nine of the colleges was not found to be significantly associated with sex' or the lack of it, presumably? The research documented here tends to aspire little beyond the establishment of correlations. There is little attempt at, or record of, the development of explanatory theory or the development of well-tested hypotheses relating to how we should proceed in teacher education. The findings themselves tend to divide between those which elicit a despairing "that way" and those which command little more than a blank "So what?". However, it is encouraging to observe that some of the more recent work referred to in the section on research in progress, including Wragg's own Teacher Education Project, show more promise than earlier ventures of generating usable materials. It is encouraging too to observe the adoption of a more eclectic range of research styles compared with the heavy dependence of earlier studies on rather mechanical psycho-metric approaches. The most interesting reading in a book which consists largely of a series of skilfully edited index cards, is the final section on patterns of future research. Here, before outlining his own priorities for future work, Wragg makes some pertinent observations on the methodological difficulties inherent in research into teacher education, including the rapidly changing circumstances in which it takes place, the even more rapid "manic-depressive" changes in attitude of student teachers, the limitations of experimental studies, the problems of proper sampling, the inherent intensity of classroom observation and the difficulty in ascribing changes in pupil learning to any particular cause. As Wragg observes, these go a long way to explain why we have not yet achieved what Gage called "a scientific basis for the art of teaching".

Any book of this kind has to set itself some limits, and Wragg explains in his introduction the nature of his own decisions. However some of these limitations are significant but not explained. There is little or no reference for example to research into what remains rightly or wrongly the central aspects of pedagogy in teacher education - lecturing and other forms of direct instruction, seminars and discussion groups, individual or small group tutorials - or in the in-service field to short courses and conferences. Why, for example, does Jean Ruddock's work on "Making the most of the short in-service course" not get a look in?

There is a tendency too to focus on what is peculiar to teacher education rather than aspects of pedagogy which it shares with higher education, adult education and school teaching. While this separation is explicable in a given instance, it would leave teacher education as an introverted branch of educational research if this became a widely accepted limitation to its scope. It might too assist in the process of teacher involvement in educational research and in the bridging of theory and practice - two of the concerns which Wragg suggests should occupy new initiatives in teacher education research - if school pupils, school teachers, student teachers and teacher trainers could be common assault on some of the problems which constitute obstacles to effective learning at any level.

David Bridges



Art and science, scholarship and family entertainment - New Gardens means different things to different people. The handsome book from which this illustration is taken would be a welcome addition to any school library, public or private. Royal Botanic Gardens Kew: Gardens for Science and Pleasure, edited by F Nigel Hepper (HMSO £9.95) sets out the history and purposes of the gardens, with copious illustration in colour and black and white.

Katya Watter

Defoe defined

Defoe's Early Life. By F Bastian. Macmillan Press: £15.00. 0 333 27432 6.

When there are as many gaps in the record of a man's life as there are in Defoe's and its reconstruction depends so much on surmise, intelligent fitting together of hints and apparently unconnected facts, pitfalls yawn everywhere; but these are avoided in this work with delicacy so that our credulity is not strained, nor yet our interest blunted by excessively obtrusive warning signs. This is a scholarly work, eminently readable, with full notes and appendices giving authority for all information and deductions.

Mr Bastian shows how events of Defoe's life appear in his fiction - we could do with more of this - and conversely argues from the fiction that such and such probably happened to him. To deduce that because he described something as vividly and accurately as if he had personal experience, he must have done so is rather a dangerous enterprise, particularly with someone like Defoe with his genius for conveying

a sense of immediacy, but Mr Bastian is sufficiently aware of this not to press his points too far. The strange and curiously close relationship between Defoe and William III, both men so devout and so dedicated, is shown here clearly for perhaps the first time in easily accessible form. The presentation of their joint propaganda is in accord with Defoe's tortuous nature as Mr Bastian does not fail to show. Throughout the book, he traces the steps and characteristics which led Defoe to his, in some ways unaccountable, defection to the service of a leading Tory (the defection itself outside the scope of this book) and hints at the line that might be taken at least partly to explain his betrayal of his Whig allegiance. Has Mr Bastian in mind Defoe's own claim that in serving himself he had never betrayed the interests of the people? This is a life, and not a critique of Defoe's writings, but enough has been said to make us hope that a second volume is on the way which will include a discussion of his work as well as completing the story of his life.

Bedside reading for geographers

The Dictionary of Human Geography. Edited by R J Johnston. Blackwell £19.50. 0 631 10721 5.

It was the late Professor Charles Fisher who once claimed to have identified 42 adjectival geographies. He would have been more than fascinated by the new Dictionary of Human Geography edited by R J Johnston, as the advances in the subject in the sixties and seventies have added an almost spectacular increase in terms, theories, and concepts to the already established regional, historical, social, economic, political, agricultural, rural and urban geographies. In the new dictionary, entries will be found under: Human Geography, Cultural, Electoral, Human Geography, Political, Economic, Physical, Historical, Social, Urban, and Rural Geographies. The new Dictionary of Human Geography is a must for all geographers and those who are interested in the subject.

Although described as a dictionary, the book would be more accurately labelled a glossary as it lists and explains all the abstruse, dialectal, theoretical and technical terms of human geography as seen by a group of avant guard geographers (all post 1960 graduates) who reflect the "new" human geography of homothetic, humanistic and structuralist approaches, in contrast to the traditional descriptive landscape approach. Many of the entries are elaborated by concise essays containing cross references as well as journal and book references. An index is also provided. No completion of this kind could be complete on a first print and it will be interesting to see what omissions are notified to the editor for subsequent editions. Geographical, graphic, urban, landscape and wildscape occur to me.

W G V Balchitt

Small-scale skills

Flowdy, doody, fols. No disrespect but we'll have to start with some straight talk.

In British poetry authoritative voices are few and harnessed energy at a premium. The air is thick with well-considered, slightly literary, technically skilful small-scale poems. In steps Michael Foley with joyous kicks up the backside for bureaucrats, culture vultures, individuals (scorcher for Philip Larkin) and absurd attitudes, and with a friendly loopy-sided grin for everyday dilemmas (marriage, the heart's affections, sex, "sick children, bills and nostril hair"). Without quite the rhyming verve of Tony Harrison or the sexiness of Gavin Ewart, and without always being as subtle as he has the wit to be, Foley's poems in his second collection The Go Situation (Blackstaff Press, £3.50 0 85640 263X) are serious and honest, and unmistakably warm:

How can you say these things of me? Me the bitter and cynical sort? My loving mockery doesn't hurt. It's a kind of caress for Chrissake

Love you all madly, you dumb asshole!

Michael Foley is one of the extremely lively band of 21 poets who make The Younger Irish Poets, edited by Gerald Dawe (Blackstaff Press, £3.95 0 85640 261 X). The best known names are Ormsby, Muldoon and Paulin but this anthology indicates real strength in depth. The show has not stopped with Heaney, Mahon and Longley; Ireland's time is come round again.

In The T E Lawrence Poems (Mosaic Press Valley Editions, 0 88962 173 4 and 0 88962 172 1), the versatile Canadian poet Gwendolyn MacEwen convincingly adopts the persona of Lawrence in a sequence of poems, sometimes brooding, sometimes extrovert and always colourful, about his childhood, fated passion for Arabia ("I did not choose medicine, it chose me") and restless years back in England. It is an imaginative less self-conscious than Derek Walcott's who joins the Faber list (The Fortunate Traveller, Faber £3.95 0 571 11893 3), with elegant and urbane but altogether too knowing poems, full of the "right" places and people - even the dedicatees - about life in the Caribbean and United States and the fortunate but uneasy man able to move between them. Les A Murray (The Vernacular Republic Poems 1961-1981, Canongate, £3.95 0 86241 022 3) is a startlingly poet. Australian, traditional and robust, he is a natural

Kevin Crossley-Holland

Owls and ghouls

Tennyson: In Memoriam. Edited by Susan Shatto and Marlon Shaw. Oxford University Press £25.00. 0 19 812747 2

One of the great literary mysteries for most of this century has been the contents of the original manuscripts of, and those connected with, In Memoriam, given to Trinity College, Cambridge, in two batches, in 1897 and 1924, with the express stipulation, derived from Tennyson's own wishes, that "no copy of it nor any part of it is ever made, nor made public". Generations of scholars and publishers wondered what the point of the gift might be, if it was to remain forever just a mystical presence. And of course there was speculation about what touchy material could actually be included to make the book so absolute.

Scholars such as Christopher Ricks, who were able to examine the manuscripts under a strict seal of secrecy, were able to assure us that they contained nothing to offend any but Tennyson's hyper-sensitive regard for his own (even posthumous) privacy; but they were not able to say how the information they gained in any way towards an obviously desirable definitive critical edition. In

1969 the ban was finally lifted, and here at last in the variorum edition, collating all known manuscripts, privately printed trial issue and all the published editions: Nine extra poems are printed with the final version of the whole for the first time, though several of them were printed (sometimes abbreviated) in Helen Tennyson's Memoir of his father. But for the most part the gain is in additional readings which throw light on the evolution of Tennyson's thought and in the new understanding we gain through the editors' careful examination of the various manuscripts and drafts, of the way the complete poem grew and the order in which the individual sections were composed.

Though this may seem a fairly esoteric piece of scholarship, lacking in the hoped-for sensational result is a frequently to present the poem like a newly cleaned old manuscript. The increased knowledge of the text's genesis brings increased respect for the finished result. Tennyson once remarked "While I live, the poem might well have regarded me as a ghost". When I die the GHOULS will be grateful for a necessary job well done.

John Russell Taylor

154 varieties

Mathematical Activities. By Brian Bolt. Cambridge £5.95. 0 521 28518 6. Directions in Modern Mathematics. By Barry Lewis. Heinemann £4.95. 0 435 51600 0.

Mathematical Puzzles. By Stephen Atkinson and Hyman £3.95. 0 7135 1327 6.

The cultivation of mathematics through the introduction of puzzles, or games involving number or spatial patterns, is now accepted as good practice (for example, the work of H B Dudeney and Rouse Ball or in more recent times of Martin Gardner and Hubert Phillips) have been repeatedly tapped for this purpose.

There are perhaps a dozen such authors of worth-while compilations, but alas there are more who offer mere trivia which, in no way stimulate the bright boy or girl.

It is to the more intelligent that new works will especially appeal. Mr Bolt, for example, has hit a target firmly in the centre. He suggests that the 154 different activities he proposes were prepared with middle-school children particularly in mind, but that they could be of interest regardless of the age of the participant.

This is far too modest. Children of intellectual quality and ability will delight in the ideas and processes he sets before them. Much of it could stretch even the best and most eager young minds. But there are many items appropriate for those not quite so able.

Incidentally, the word activity is over-stressed, for practical work is far more prominent. "Looking at a drawing can never replace handling a model or moving a linkage". So instructions are provided for making a polyhedron construction kit, a simulated rocking-horse, or a quincunx. There are also magic squares (and cubes, and circles), patterns and routes, matchstick and dissection puzzles, geometry and calculations, and these combined in space-number investigations, and so much more. (The more includes the problems of getting-out of a smoocher, or cutting a hole in a solid cube so that another cube, larger than the original, can be passed in one end and out the other!). Intriguing in the extreme; fortunately,

F W Kellaway

Theatre workshop

Stagecraft. By Timothy Ramsden and Pauline Cortis. Harrop £1.95. 0 245 53655 8.

Examinations in drama have proliferated in the past 10 years. CSE Modules 2, 3, and 3, O and O/A levels in drama and theatre arts and new A level theatre arts, are taken by an increasing number of students. At present, drama teachers, often unfamiliar with the demands of examinations, had to assemble their own background material for these courses; but recently several publishers have recognized the need for simple practical handbooks.

This latest book is aimed, it says, at "people studying O levels", CSE and general studies courses", but there is danger in attempting to provide for such a wide range of needs. As costume and set design, lighting and sound is all about, and who Victorian theatre are dealt with in two pages of text, including links to O-level candidates. The task which the authors have set themselves, of writing a book at "everyone involved in the process of production" seems impossible one in the space of 46 pages.

One of the limitations of space, however, is to make a number of points, and suggest some interesting ways of working, particularly in connection with Plays, Directories and Actors. The book is lively and, like any book, it is likely to be read by a wide range of people. It seems a pity that it has not given them

solves the opportunity to develop their ideas more fully. A careful reading of these sections of the book should certainly encourage students to look closely at texts, consider characterization and interpretation, and begin to understand the plays as live theatre rather than literature. It will help if the teacher is sufficiently well-organized and funded to have copies available of the plays to which the authors refer - Gotcha; The Caretaker; The Crucible; Zigzag; Macbeth and a number of others. The final section on the work of the critic and on writing theatre criticism should be useful to those CSE candidates who have to include this kind of task in their written course work.

A really surprising omission in a book which can only provide the briefest introduction to such subjects as costume and set design, lighting and sound is all about, and who Victorian theatre are dealt with in two pages of text, including links to O-level candidates. The task which the authors have set themselves, of writing a book at "everyone involved in the process of production" seems impossible one in the space of 46 pages.

Although Stagecraft may not seem as good value to teachers of theatre arts courses as Self's much more detailed Drama and Theatre Arts Course Book, which is a pound more, it would prove a useful introduction for CSE students to all the different aspects of theatre craft.

Cedric O'Neill

An essentially cosy world

Brian Alderson on Alison Uttley

When, just over a year ago, Elizabeth Sainsbury published The World of Alison Uttley (Howard Baker £5.95), she was wise to qualify any claim for it as a full biography. For although Alison Uttley lived to be 91, the years that counted most were those of her intensely-experienced childhood on a remote farm in Derbyshire, and although she wrote about a hundred books they nearly all draw upon her recollections of that early "world".

As a result Elizabeth Sainsbury has been led to shape her biographical essay to the facts of that childhood as recounted in all those books. She devotes no less than 107 pages to Alison Uttley's girlhood and adolescence - dealing fully with the background of late-Victorian Derbyshire, and less fully with her rather unexpected blossoming as a physicist at Manchester University. On subsequent events though - her work as a teacher in Fulham, her marriage, the early death of her husband, and her consequent venture into writing (at the age of 45) - the book is reticent indeed. There is a chapter on Mrs Uttley's interest in dreams. There is a chapter on her little books for children. But the half a lifetime that

she spent re-imagining her pastoral childhood and celebrating a vanished rural England are served by twenty-three pages only, and gossipy ones at that. (Even amidst the chat though, we do not hear if Alison Uttley ever encountered Emd Blyton, who was a near neighbour of hers for much of the time in good conservative Beaconsfield.)

Elizabeth Sainsbury is also rather erratic in her discussion of Alison Uttley's largish output. It is all very well to treat The Country Child as a source-book for biography, but more important surely to be said about the extraordinary way in which it brings alive the childhood that inspired it. It is all very well to note that A Traveller in Time is based upon historical events that occurred near Alison Uttley's birthplace, but surely some estimate should be given of the achievements of that book, which is arguably its author's masterpiece. While as for her most popular contribution, the thirty-odd books about Little Grey Rabbit, these do get more extended descriptive treatment, relating them to Alison Uttley's experience of the countryside and its customs, but there is a serious error in dating and the usual ineffectual

attempt is made to compare the books to the work of Beatrix Potter. Discussion of Little Grey Rabbit is particularly apposite at this moment, since Collins have just reissued "twelve of the most popular titles in order to meet the constant demand of the public for these little books". The twelve in question naturally do not include the four most interesting titles at the start of the series, which are published by Heinemann, and which that firm has put out in a composite volume (illustrated by Faith Jaques (£4.95). Nor do they include the four final volumes of the series which were illustrated by Katherine Wiggleworth - as distinct from Margaret Tempest, who did all the others, and who has some claim to have given the series its character.

For unlike Beatrix Potter, Mrs Uttley is a rather wordy and undramatic writer. The stories of Little Grey Rabbit may deal in small domestic events - a surprise birthday party, a hedgehog's first day at school - but even at their most outlandish, as in the kidnapping of Little Grey Rabbit by the wensels, the author relies for her effects upon descriptive niceties and upon the reader's welcome for known characters: impetuous Hare trying to lustle his odd ménage a trois, yokelish Hedgehog the milkman, Wise, but dangerous, Owl. The storytelling lacks the control and the distinctive voice which Beatrix Potter brought to her books. The country child in Alison Uttley was over-ready to re-lish the games that could be played in converting natural objects and a society of animals to human purposes (letters on leaves delivered by a robin etc etc). But the essentially cosy, enclosed world which she here inhabited was charmingly captured by Margaret Tempest, whose many nurseryland pictures, isolated inside their pretty coloured frames, deserve a more careful appreciation than they have so far received.



Illustration from Little Grey Rabbit's Christmas books are reissued in their original size, at £2.95 each (Collins).

Paperbacks Life among the poor

It is common knowledge that George Orwell was wont to take to the road in order to get the feel of a tramp's lot. A further "eccentricity" which may not be so familiar is that in his desire to spend a Christmas in prison, he got caught up in the noses of the police - all to no avail. In George Orwell A Life (Penguin £2.95), Bernard Crick incorporates such extraordinary facts into a well-rounded portrait, which is almost a debate about the most objective stance from which to view some of Orwell's less balanced memories. To say that "it's all here" is no exaggeration.

In his introduction to The Lion and the Unicorn (Penguin £1.25), which Orwell described as an attempt "to reconcile patriotism with intelligence", Professor Crick's approach demonstrates the same sense of proportion. While of the opinion that this polemical essay con-

tains "some wild political judgments", which indeed it does, he also draws attention to the originality of some of Orwell's prophesies, and to some profound insights into English national characteristics.

Another writer with Orwellian respect for the qualities of ordinary people was Stephen Reynolds, whose novel A Poor Man's House (Oxford University Press £2.95) is introduced by Roy Hattersley. This is a journal of Reynolds's life at the beginning of the century with a poor fishing family in Sidmouth. Unfortunately, his passionate espousal of the poor man's cause leads him into some sanctimonious diatribes against the better-off, and this occasionally mars what is otherwise a moving account of courage and humour among poor people.

Rex Warner's novel The Aerodrome (Oxford University Press £2.50)

is considered by Anthony Burgess, who wrote the introduction, "very much in the English fictional tradition to Kafkaesque allegory. The aerodrome, situated outside an English village, is a totalitarian state, inhabited by a few men and a few women, opposed to The Family. There is a grim comedy in the irony generated by the ultimate inescapability of family ties.

The English countryside is seen from another angle in Corduroy by Adrian Bell (Oxford University Press £2.50), who forsook London life and society to learn farming in Suffolk in the twenties with a family of rural gentry. His autobiographical journal is full of gentle humour and poetical descriptions of pre-technological farming, and its pages abound in characters rather than caricatures.

Caroline Cuss

For the great middle mass

Pure Mathematics. By M J Powell 0. 86305 020 4. Applied Mathematics. By J Lawson 1.10 3. Physics. By C Bulpitt 1.18 9. Physical Chemistry. By S Lakh 1.17 0. Biology. By J Caswell 1.12 X. Celtic Revision Aids £1.75 each.

There are no subtleties about these revision aids. Rather are they straightforward, get-through-the-examination guides, carrying the essentials without any frills; and making no claims to high-faluting educational philosophies. The ambition is an A-level pass, and for the bulk of today's sixth-formers this exactly matches their own ideas. The Applied Mathematics volume also carries an appendix of basic facts and another on examination technique, two concepts which

are they for the real duffers, who have scraped an O level without any true understanding of what science, or mathematics is all about, and who are staying on at school merely because they do not know what else to do. But the great middle mass of sixth-formers will find these books a useful supplement to their work in class.

There are brief summaries of book-work, factual without excessive detail or marginal refinements, illustrative examples with detailed solutions, and practice questions with answers to those involving calculations. Obviously, in the mathematics books this means that answers are provided to "virtually" all the exercises. The Applied Mathematics volume also carries an appendix of basic facts and another on examination technique, two concepts which

FWK

Illustrations from "Television Studio", by Judy Lever, published by Macdonald Educational



# Practical acceptability

Paul R. Bridger describes how one college set up two courses in television studies

Rowley Regis sixth form college has been offering a television course since 1976. At first, students were offered a non-examination course which consisted of a weekly visit to a teachers' centre where they learnt how to handle television equipment and to write scripts. Each term, one or two programmes were good enough to show to the rest of the students.

Within two or three years the College had enough equipment to be independent of the teachers' centre, and was sharing a portable video-recorder and camera with other establishments.

The course has always been popular, but the comment, "It's a pity there isn't a public exam at the end of this course" was made regularly by students. So we approached the West Midlands Examination Board about a Mode III examination. Even now there is no Mode I examination in "television" as an independent subject.

### public exam

The non-examination course in television at Rowley Regis is entirely practical; students never sit formally taking notes. They learn what is necessary for what they are doing, and they remember because they are unable to continue with their work without remembering.

The difficulty of fitting a public examination to this course lies with assessment, since the course varies with the students. Though it has definite objectives, the content is depth and quantity, develops as appropriate. In this way students are more motivated, and learning more meaningful.

The variables are: the students' aptitudes, interests, personalities and experience; resources such as equipment availability; and room allocation. Even the weather can have an effect, but if the syllabus is not standardized, assessment is suspect. It seems that formal examination procedures cannot cope with varying course content.

Some parts of the course are always the same, however, and the first approach to the WMEB contained syllabus details based on this core, with additional material based on technological innovation. Assessment was to be by project, oral, and two written examinations: one on technical operations and one on programme production.

The Board said this syllabus was not intended to be a "mixed" social and technical course, or any form of "hybrid" type. In the non-examination course, technical and political aspects are variable, to be

incorporate a fixed content would mean formal learning sessions which would mark the end of the essentially practical course.

Having started towards gaining WMEB acceptability it was decided to continue, even though it would mean altering the original course. The practical element was retained, along with the scripting, but the theoretical aspect was enlarged to incorporate not only a formal study of content and style but also political and social aspects embracing broadcast television.

The syllabus was formalized. An assessment system in the form of a practical group project with oral test, a scripting exercise and four 90-minute written examinations - Style and Content, Technological Innovations, Social and Political Aspects, and Programme Production, was created.

This examination course now fills six 50-minute sessions a week, two of which are consecutive and practical. The exam course is so different in spirit from the original course that now both courses are run!

Weight and size are important if the camera is to be carried. Choose a camera with an electronic viewfinder for realistic viewing, and a zoom lens for convenience.

A solid tripod is important for steady pictures, and a dolly for camera safety. (A dolly is a castor-wheeled base for the tripod which enables the camera and tripod to move instead of falling over if the wires are accidentally pulled or tripped over.) It is useful to have an RF output from the camera so that

monitors should be checked for picture contrast and brilliance. A new CRT can revitalize a used monitor to give satisfactory results.

Always start with a large monitor even though they are heavy. A small screen makes the equipment more portable but a large group - say of 20 - needs a large screen.

The choice of microphone seems to be relatively unimportant, but it must match the VTR electronically. Poor sound recording is most often due to excessive reverberation in the room or incorrect positioning of the microphone.

Used tapes should generally be avoided. Tapes with creases wear the video heads, while those with joints can easily cause disastrous misalignment or destruction. Replacing video heads is a costly business.

Television Studies in the Curriculum Possessing TV equipment not only means that you can start a television studies course - many other teachers will see uses of television within their subject areas. Be ready with details of your course, and of the amount of time for which the equipment must be dedicated to television studies.

Be ready also to arrange in-service training for members of staff since misuse could mean the equipment is out of order and could prevent the normal operation of the television studies course. Media studies will doubtless be interested in using television, but so also might the languages, careers, geography, photography, sociology, drama, English, science and technology departments, so beware of the extra work.

Once the equipment is bought the running costs of the course are low. Equipment is reliable if used correctly and videotapes can be used several times. The main problems are in sharing one set of equipment between many pupils.

For practical sessions a reasonable maximum is eight. It may be possible to split 16 pupils into eight for two identical practical sessions, but it is difficult to suggest practical systems to satisfy all possible situations. Television studies makes many demands on administration, which compensates for the tendency which administration might have of making demands on the television unit.

Course content can be classified in various ways, but usually covers some of the following: technical and artistic production techniques; script-writing; social and political implications; and general study of broadcast television. In practice it is very difficult to divide these categories because they are so intertwined.

One might attempt to omit the technical side of the course and emphasize broadcast television. This would reduce costs, but since, for the less able especially, much of the theory only becomes meaningful within the context of practical experience, it would be less effective.

There is no shortage of information relevant to a television studies course at secondary level, and since no single publication can cover the whole course, the teacher in charge of television studies will have to do a lot of organizing and preparing handouts. The following books could be useful:

John Logie Baird and Television Michael Hallett. Priory Press Ltd, 1978. Well illustrated.

Radio and Television. Ed. Ploeden et al. Macdonald Educational, 1969. Well illustrated. Scientific, technical aspects only.

Television behind the Screen. Peter Fairley. Independent TV Publication Ltd, 1976.

A more advanced, but readable book, Television's history, TV production, a minimum of technical material.

Effective TV Production. Gerald Melerson. Focal Press, 1976. Well illustrated, detailed and well organized.

Television. J O B Clark. Dent, 1976. A good general introduction.

Radio and Television. Egon Larsen. Dent, 1976. Short history of broadcasting for the more academic student.

How It Works - Television. David Carey. Ladybird Books Ltd, 1968. Simple, accurate technical account.

The Dan Faxon Black and White Picture Show. Daniel Faxon. Lancer Press, 1976. A personal view of the advent of TV.

Television Studio. Judy Lever. Macdonald Educational, 1978. A large format book, colourfully illustrated, covering techniques of studio production.

A Television Studio. George Birk Hutchinson, 1977. Short, colourful book with many illustrations and fewer words than the previous book.

Television. Keith Wicks. Macdonald Educational, 1975. A well presented book containing a very adequate account of the technical aspect of television, including a brief history.

Early Years, a pack on child development Parents in the Classroom Primary Education Coventry Community Education Development Centre c/o Stoke School, Station Road, Coventry CV2 4LF.

Early Years is intended mainly for use by discussion groups of parents, with a leader, in contexts such as preschool playgroups, informal adult education, and support groups around schools, clinics, nurseries and so on. But it could also be extremely useful in general studies classes in schools.

The approach is well summed up in two statements from the wall poster included in the pack. "In the first few years, children learn more skills and develop faster than at any other time in their lives."

"Remember - no two children are alike, and each will go at his/her own rate."

Despite this central intention of avoiding age-linked development models which can be so unnecessarily alarming for parents of atypical children, the pack still assigns ages to the five stages it describes, each with a little booklet of its own: "Oooh, it's lovely, 0-6 months; 'Me do it', 6-18 months; 'How, why, what for and where', three year-olds; and 'From Home to School', four-year-olds."

The pamphlets are pleasantly illustrated with line drawings, and consist mostly of straightforward and sensible advice on how to help children learn and develop. For example, "The mothers you see are a 'model' for the children and will help to develop his language and how he thinks things through... If you brush him off too much he may stop asking questions and never establish the habit of using one of the simplest ways of 'finding out' by asking people."

All of which is splendid, and easily developed by a competent group leader. Just one major objection, though: the male pronoun is used throughout the pack, for no reason whatsoever. This is especially sad and infuriating in a pack which is so clearly multi-racial, and where the illustrations are at least equally of girls as well as boys.

Why on earth the mothers you see are a 'model' for the children and will help to develop his language and how he thinks things through... If you brush him off too much he may stop asking questions and never establish the habit of using one of the simplest ways of 'finding out' by asking people."

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# Five stages of infancy

by William Dale

Although 95 per cent of primary schools were using educational television in 1981, very little research has been carried out into its effectiveness. This lack of evidence warranted the setting up of a national investigation, and funds were obtained from Goldsmiths' College.

427 infants' school teachers in 28 I.e.s.s in England and Wales (County Councils and Metropolitan Boroughs) participated.

Meetings were held at teachers' centres, when the teachers completed questionnaires and then viewed extracts from current BBC and IBA series.

92.3 per cent of the teachers had at least some control over whether educational television was used, and many had total control. They regarded it as an addition to real experience for children by being informative; a means for taking inaccessible material into the classroom; and a stimulus.

Broadcasts were felt to provide a starter for discussion and practical activities; to introduce a visit; to encourage children to take things to school; and to persuade teachers to invite people into the classroom.

Nearly a third of the teachers believed that educational television could replace real life experience for infants' school children. They considered that indirect experience was better than no experience at all.

Some teachers were selective and used only programmes which they felt would fit in with their teaching, but many seemed to expect to derive inspiration from broadcasts.

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# Viewing in cramped conditions

Ernest Choat reports on television in primary schools

Very few teachers seemed to be successfully incorporating educational television into the curriculum. However this was often due to lack of advance information and inadequate support material.

Some people contended that mathematics is individual, and should be pursued via practical activities rather than watching television. As with the language series, the teachers of the youngest children used mathematics series more than teachers of the other age-groups.

The teacher has just as much of a role to play when using educational television as with all the other kinds of teaching. Infants' school teachers appear to stress preparation and follow-up when using a broadcast, but this gives it undue prominence and separates it from the rest of the work.

A broadcast should contribute to learning; rather than dominate and dictate its shape. This did not appear to be happening in most infants' schools, a view though third of the teachers used educational television.

The habit of whole classes watching broadcasts, particularly in language and mathematics, is not in keeping with primary school practice when children are treated as individuals. A number of teachers, however, were dissatisfied with their viewing conditions, such as when children were cramped into a small space, or distracted by the dinner ladies putting up tables or when there was poor reception on a small screen.

It is questionable whether young children should watch television in these situations since they are in no position to pay attention.

Many teachers objected to viewing in black and white rather than colour, and emphasized the need for videorecording facilities. When subdivided into regions, 25.7 per cent of all infants' school teachers in the south east had video recorders in their schools; 14 per cent in the north; 12.5 per cent in the midlands; 10 per cent in the south west; and none in Wales (however only one out of seven Welsh I.e.s.s agreed to take part in the survey).

Nevertheless, only 16.7 per cent of these teachers used the videorecorder solely for viewing programmes. This use was higher in county councils than metropolitan boroughs. Possession of a videorecorder does not necessarily ease timetable problems, partly because the recorder is recording for long periods, restricting its availability for playback. Most infants' school series are broadcast during the morning, and teachers prefer to follow-up immediately after a broadcast.

These problems are accentuated in a large school. One television recorder and videorecorder does not allow flexible use when required by six or more classes, which may account for the greater off-air use by metropolitan borough teachers.

Infants' school teachers' reactions to educational television, and viewing patterns, did not differ drastically between the county councils and metropolitan boroughs. Neither did the uneven distribution of video recorders appear to affect attitudes.

The concern for follow-up activities was also the criterion of usefulness for language and mathematics series. Language and reading programmes were used extensively. Examples were given of language to be used for direct teaching to encourage listening and observational skills, to back-up stories told in phonics, and to listen to stories told by another person.

Some parents rejected educational television on the grounds that the current series did not align with their school's language policy. Teachers of the youngest infants' school children (four to five, and four to six year-olds) used it more extensively for language development than teachers of other age groups.

Many fewer teachers used educational television for mathematical development. Apart from follow-up activities, the series were presented by some teachers in their own entertainment value, though several felt that

# media

Briefings

Radio and tv

Open University

Ships and Seafaring (Saturday, 06.15 BBC2)

How important was Greek seaman-ship in the struggle for power in the Ancient World? Deals with maritime activity in peace and war, the construction of harbours, evidence for trade, and naval tactics in campaigns.

The User and The Database (Saturday, 08.30 BBC1)

Filmed at John Brown Constructors' HQ and their oil terminal in the Shetlands. Shows the operational requirements of the data base users, and demonstrates the query language QLP, its advantages and disadvantages.

The Intelligence Testing Movement (Sunday, 00.20, Thursday, 24.00 VHF3)

An interview with Steven Rose, the OU's professor of biology, centres mainly on the social uses of biological and psychological knowledge.

The more critical teachers also had some reservations about the quality of the series. Gimmicks, loss of emphasis and lack of professional knowledge were mentioned, and a few teachers complained also of poor programme quality, erratic pace, and unappealing presenters.

44 per cent of the teachers in this sample had abandoned an educational television series during the previous year. 62 per cent of these abandonments were because of disenchantment with the series, and many reasons were given for this.

Apart from matters relating to presentation, the series were accused of being repetitive, mundane, boring, complicated, too broad, busy, too vague, and lacking in appeal. As a result, the children lost interest.

Organizational problems featured prominently as a reason for abandonment among the other 38 per cent, while some teachers realized they had misjudged their selection. Some teachers also decided to reduce the amount of television being watched.

The survey suggested that infants' school teachers were not making the best use of educational television, but that it was not entirely their fault. Most of them had been given little guidance during training, since it had been assumed that they would automatically adapt to using television. This does not appear to have happened.

Teachers, broadcasters, and research need to combine to establish how educational television can best be used in infants' schools. The habit of ad hoc use of programmes, and the preparation/lesson not making use of educational television can be recognized as part of the curriculum.

There should be more emphasis on activities which will encourage children's participation in real life experience.

The next priority is to abandon the idea that a whole class can benefit from watching a broadcast. Instead, children should be catered for as individuals in the selection of what they watch.

Quality of production and educational use could be improved by focusing on levels of development and pace of learning. This suggests paying more attention to the psychology of learning and less to stipulated age-ranges. Teachers have the responsibility to decide on the appropriateness of a series to children's needs, which parts of a broadcast will fit into the children's learning, where they will fit, and what the learning outcomes should be. In other words, infants' school teachers should not allow an educational television series to dictate to them, rather, they should dictate the series.

This article is based on a monograph, "Teachers' Use of Educational Television in Infants' Schools", available from Leslie A. Smith, Publications Officer, School of Education, University of London Goldsmiths' College, New Cross, London SE14 6NW. Price £1.

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Quality of production and educational use could be improved by focusing on levels of development and pace of learning. This suggests paying more attention to the psychology of learning and less to stipulated age-ranges. Teachers have the responsibility to decide on the appropriateness of a series to children's needs, which parts of a broadcast will fit into the children's learning, where they will fit, and what the learning outcomes should be. In other words, infants' school teachers should not allow an educational television series to dictate to them, rather, they should dictate the series.

This article is based on a monograph, "Teachers' Use of Educational Television in Infants' Schools", available from Leslie A. Smith, Publications Officer, School of Education, University of London Goldsmiths' College, New Cross, London SE14 6NW. Price £1.

# media

Briefings

Radio and tv

Open University

Ships and Seafaring (Saturday, 06.15 BBC2)

How important was Greek seaman-ship in the struggle for power in the Ancient World? Deals with maritime activity in peace and war, the construction of harbours, evidence for trade, and naval tactics in campaigns.

The User and The Database (Saturday, 08.30 BBC1)

Filmed at John Brown Constructors' HQ and their oil terminal in the Shetlands. Shows the operational requirements of the data base users, and demonstrates the query language QLP, its advantages and disadvantages.

The Intelligence Testing Movement (Sunday, 00.20, Thursday, 24.00 VHF3)

An interview with Steven Rose, the OU's professor of biology, centres mainly on the social uses of biological and psychological knowledge.

The more critical teachers also had some reservations about the quality of the series. Gimmicks, loss of emphasis and lack of professional knowledge were mentioned, and a few teachers complained also of poor programme quality, erratic pace, and unappealing presenters.

44 per cent of the teachers in this sample had abandoned an educational television series during the previous year. 62 per cent of these abandonments were because of disenchantment with the series, and many reasons were given for this.

Apart from matters relating to presentation, the series were accused of being repetitive, mundane, boring, complicated, too broad, busy, too vague, and lacking in appeal. As a result, the children lost interest.

Organizational problems featured prominently as a reason for abandonment among the other 38 per cent, while some teachers realized they had misjudged their selection. Some teachers also decided to reduce the amount of television being watched.

The survey suggested that infants' school teachers were not making the best use of educational television, but that it was not entirely their fault. Most of them had been given little guidance during training, since it had been assumed that they would automatically adapt to using television. This does not appear to have happened.

Teachers, broadcasters, and research need to combine to establish how educational television can best be used in infants' schools. The habit of ad hoc use of programmes, and the preparation/lesson not making use of educational television can be recognized as part of the curriculum.

There should be more emphasis on activities which will encourage children's participation in real life experience.

The next priority is to abandon the idea that a whole class can benefit from watching a broadcast. Instead, children should be catered for as individuals in the selection of what they watch.

Quality of production and educational use could be improved by focusing on levels of development and pace of learning. This suggests paying more attention to the psychology of learning and less to stipulated age-ranges. Teachers have the responsibility to decide on the appropriateness of a series to children's needs, which parts of a broadcast will fit into the children's learning, where they will fit, and what the learning outcomes should be. In other words, infants' school teachers should not allow an educational television series to dictate to them, rather, they should dictate the series.

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poor reception



poor viewing conditions



Sir Edwin Lutyns

Edwin Lutyns: Deane's Gardens (Sunday, 05.25 BBC1, Friday, 24.00 BBC2)

The programme visits the Deane's Gardens at Sonning designed by Lutyns in 1899. Notes has empirical approach to planning and points out the English character in his work.

Cultural Bias in Children's Books (Wednesday, 23.50 VHF4)

Built up from recordings which show that children's books not only reflect but also mould attitudes, focusing on black/white relationships.

Portrait of Countesshorpe College (Wednesday, 24.00, Friday, 05.55 VHF3)

Could the sort of curriculum in use at Countesshorpe benefit other secondary schools? A discussion on the common curriculum, the question of the autonomy of the learner and the special tutor/teacher relationship at Countesshorpe.

General interest

The Past Afloat (Tuesday, 20.00 BBC2)

The next two programmes features the development and role of ships in the Royal Navy. Here, "Wooden Walls" looks at men of war like HMS Victoria and HMS Unicorn and the effect the industrial revolution had on shipbuilding. Next week examines the defence capabilities of the Royal Navy, past and present.

Rebellion and Obedience (Saturday, 17.45 Radio 3)

Professor Stewart Sutherland explores and apparently conflicting philosophies in the writings of Albert Camus and Simone Weil. Shows how each arrives at a similar conclusion about authority and responsibility.

The Last Battlefield (Tuesday, 16.10 Radio 4)

Where was Brunanburh? In 937 Athelstan of England conquered a large force of Norsemen, Scots and Welsh at the Battle of Brunanburh. Phil Smith tries to locate the position of this most important battle in pre-conquest history.







**OVERSEAS**  
continued

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**Educational Posts Overseas**  
**CHILE**  
**Headmaster**  
St John's School, Concepcion.  
Reference: 82 B 5  
An independent co-educational English-medium day school for 800 mainly Chilean pupils aged 5-17 years. Qualifications: Candidates, male, aged 35-40 must be UK qualified teachers with at least 5 years' secondary school teaching experience and with administrative responsibility at Deputy or Head Teacher level. Knowledge of Spanish desirable.  
Salary: £12,000 per annum approximately, payable in local currency.  
Benefits: Rent allowance; children's education at St John's; employer's share of superannuation.  
Contract: 3 years, commencing January 1983, renewable.

**MONGOLIA**  
**Lecturer in English Language**  
University of Ulan Bator  
Reference: 82 B 70  
Qualifications: Candidates, preferably single or unaccompanied, should hold a degree from a University in Britain and a formal qualification in TEFL (minimum RSA); experience of audio visual aids and teaching methodology desirable; also an interest in ESP.  
Salary: 1300 Tugrik per month (present rate of exchange 5.74 equals £1) non-convertible into sterling, plus an annual subsidy of £3,552 paid into Lecturers UK bank account.  
Benefits: Free accommodation and medical treatment. Superannuation contribution. 1 year contract, renewable.  
Starting date: Early October 1982.  
Closing date for applications for both posts: 27 August 1982.  
For further details and an application form, please write, quoting the post reference number, to: Section B, Overseas Educational Appointments Department, The British Council 90-91 Tottenham Court Road, London W1P 0DT.

**CAREER OPPORTUNITIES IN SINGAPORE FOR ENGINEERING PROFESSIONALS**  
Career opportunities exist in Singapore for engineering professionals who like teaching and are looking for challenging jobs in tertiary institutions.  
The Nanyang Technological Institute, fully supported by the Government of Singapore, was set up in 1981 to conduct engineering degree courses with an emphasis on engineering applications. The aim of the Institute is to produce practice-oriented engineers to meet the manpower needs of Singapore. It is one of the two institutions in Singapore that provide engineering education at university level.  
Due to the rapid expansion programme in engineering courses at university level, excellent opportunities exist for candidates with high academic qualifications and sound professional engineering/teaching experience to fill the teaching positions in the following Schools of Engineering:  
Civil and Structural  
Electrical and Electronic  
Mechanical and Production  
Appointments may be made at any of the following levels, depending on candidates' qualifications and experience, on an annual salary range (including a 13th month allowance) of:  
Professorship \$865,150 - 112,450  
Associate Professorship \$269,900 - 84,900  
Senior Lectureship \$860,000 - 78,850  
Lectureship \$228,650 - 65,250  
(£1 = S\$3.70)  
In addition to the salary, the Institute contributes 22% of the monthly salary of the staff member towards the Central Provident Fund Scheme to which the staff member contributes 23% of his salary subject to a maximum of S\$600. The amount standing to the credit of the staff, which is income tax exempt, can be withdrawn when he reaches the age of 65 or when he leaves Singapore/Malaysia permanently.<